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ABSTRACT

This staff user guide accompanies the Career Survival Kit prepared for teenage parents in Wisconsin. The guide addresses effective program components and methods for serving teen parents and guidelines for using the curriculum. Topics include facts on teenage pregnancy and parenthood; characteristics of teen parents; information on dropout prevention strategies and resources; issues concerning specific groups (minorities, teen fathers, needs of rural teen parents; and strategies for program development and curriculum development. An extensive bibliography at the end of the guide lists information and resources available to staff working with teenage parents. A detailed appendix provides guidance on equity related competencies, components of a positive group climate, excerpts from the Occupations Digest (a component of the survival kit), and facts on women workers from the U.S. Department of Labor. (KC)

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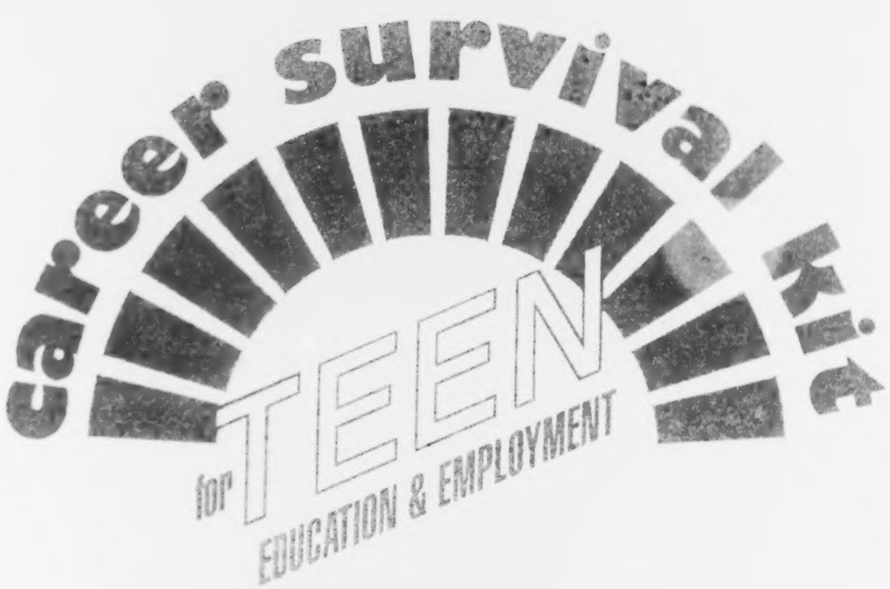

Career Survival Kit for TEEN Education & Employment

Staff User Guide

for Teen Parent Program Planning and Implementation

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University of Wisconsin-Madison
964 Educational Sciences Building
1025 West Johnson Street
Madison, WI 53706
(608) 263-2929

Career Survival Kit for Teen Education and Employment

Staff User Guide for Teen Parent Program and Implementation

by A. Frances Lindner

Contributing Authors

Barbara Bitters
Barbara Dougherty
Jonathan Hilson
Pam Odbert
Darwin Smith
Barbara Snyder

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ADVISORY COMMITTEE

Two advisory committees were established for this project: A professional advisory committee and a teen parent committee.

The Professional Advisory Committee of staff included--

- **Janet Balistreri,** Teen Parent Program Coordinator, Beloit Memorial High School, Beloit, Wisconsin;
- **Barbara Barnard**, Adolescent Pregnancy Prevention Specialist, Wisconsin Department of Health and Social Services;
- **Marianne Bloch,** Professor, Department of Curriculum & Instuction, University of Wisconsin-Madison
- **Betty Chewning**, Professor, School of Pharmacy, University of Wisconsin-Madison;
- **Barbara Dougherty,** Dropout Prevention-Vocational Education Specialist, University of Wisconsin-Madison;
- **Elizabeth Ellsworth**, Professor, Department of Curriculum and Instruction, University of Wisconsin-Madison;
- **Karen Fayson,** Teen Parent Program Coordinator, Milwaukee Public School District, Milwaukee, Wisconsin;
- **Charlotte Heikkinen,** Teen Parent Coordinator, Beloit Memorial High Schoool, Beloit, Wisconsin;
- **Jonathan Hilson,** Career Education Instructor, Milwaukee Spectrum, Inc., Milwaukee, Wisconsin;
- **Twyla Johnson**, School Age Mother Program Coordinator, Beloit Memorial High School, Beloit, Wisconsin;
- **Welcome Sittig**, Teen Parent Program Coordinator, Racine District Assessment Center, Racine, Wisconsin;
- **Darwin Smith,** JTPA Project Coordinator, Wisconsin Cooperative Educational Service Area #11, Glenwood City, Wisconsin;
- **Darcy Mellen-Sullivan**, Career Information Specialist, Wisconsin Career Information System, Vocational Studies Center, University of Wisconsin-Madison;
- **Barbara Wehmann**, Human Growth and Development Coordinator, Wisconsin Cooperative Educational Service Area #11, Cumberland, Wisconsin.
- **Saunnie Yelton,** Teen Parent Project Coordinator, Reuther Alternative High School, Kenosha, Wisconsin.

The Teen Parent Advisory Committee included teen parents from Beloit Memorial High School. Names are not provided here to respect their privacy. Their role was to provide additional feedback and suggestions for revisions. Comments from this committee helped to make the curriculum as relevant as possible to a teen parent audience.

The curriculum materials were also reviewed by Sex Equity and School Age Parent Consultants at the Wisconsin Department of Public Instruction.

INTRODUCTION

This Staff User Guide for Program Planning and Implementation accompanies the Career Survival Kit for Teen Education and Employment curriculum.

The contents of the Guide address effective program components and methods for serving teen parents and guidelines for using the curriculum. The emphasis of the curriculum is to help students develop the necessary skills for achieving positive personal growth and economic independence.

The philosophy to which the materials are directed is that personal development must occur in an environment that is supportive and non-threatening and that enhances self-awareness and self-esteem.

It is in the process of learning skills for living that heightened future goals and expectations can be made. This process is a fundamental step in working toward life-long planning and occupational choices. The comprehensive resources developed to assist staff and students in this process are:

Life Skills Workbook: A Guide To Personal Growth
Career Planning Workbook: From Astronaut To Zoologist
Personal Choices - Personal Power (A pregnancy prevention workbook)
Wisconsin Resource Directory For Single Parents
Staff User Guide For Teen Parent Program Planning And Implementation
Videos--Teenage Parents: Making it Work
Breaking Out: Career Choices for Teenage Parents.

The bibliography at the end of this guide lists information and resources available to staff working with teenage parents. The appendix provides additional in-depth facts and figures on various topics covered in this Guide. It is intended for staff who wish to incorporate this information in their teaching or for use in writing grants for program funding.

While the information presented in this Guide was developed primarily from Wisconsin resources, it has been designed to be used as a source of information for programs outside of the state as well. Most of the contents apply to staff and teen parents regardless of region or locality.

CRITICAL ISSUES IN ADDRESSING BARRIERS AND NEEDS

Program operators and research studies report specific barriers affecting positive outcomes from educational/vocational programs for teenage parents. These are generally psycho-social, emotional, and economic barriers that influence teen mothers' well-being by affecting their potential for growth academically, emotionally, and socially. They include:

- Low self-concept and self-esteem
- Lack of role models for achieving high levels of opportunity and for creating their own success
- Lack of educational skills
- Lack of self-awareness
- Lack of assertiveness
- Low aspirations, motivation, and expectations of themselves
- Little knowledge of options and choices for life-styles & careers
- Low level of trust of others
- Poor communication and decision-making skills
- Unrealistic goals and ambitions
- Defensive attitudes
- Limited emotional resources for support and maintenance
- Immature behavior
- Need for immediate gratification
- Low socio-economic status

Programs must address these factors directly if students are to be served effectively. Other factors critical to parenting teens compound the obstacles that must be overcome. These include:

- Need for child care and transportation
- Need for housing
- Need for a strong support system
- Need to establish paternity for child support
- Need for family planning and pregnancy prevention resources
- Poverty-level living conditions
- Noncompletion of high school and lack of comprehensive academic planning
- Lack of employability skills and job readiness
- Lack of knowledge about resources and how to gain access to them

The "critical issues" papers which follow look at many of these factors and attempt to provide insights and guidelines for staff to consider in planning and implementing programs and activities. The range of needs associated with teen parenting must be constantly re-evaluated for each student so that programs and services remain on target while helping students' reach their maximum potential for success.

WINNING WAYS TO WORKING WITH YOUNG PARENTS

Barbara B. Dougherty
Senior Outreach Specialist
The Vocational Studies Center
University of Wisconsin-Madison

The economic, social, and demographic factors that have contributed to the rapid growth of the female labor force in recent years will continue to propel women into the labor market and encourage them to remain there. Nine out of ten women 16 years of age and older today can expect to spend approximately 30 years of their lives as wage earners. Women contributed more than 62 percent of the total growth of the labor force as their numbers rose from 37 million to 50 million during 1975-1984. There is an urgent need to prepare young women for the 1990s labor force. In 1984 more than half of the female population age 16 and over was in the labor force, an increase of more than 15% from 1978 figures.

EDUCATION AND ECONOMICS

Education greatly affects the employment status of women. The more education, the greater the likelihood women will be in paid employment. The high incidence of poverty in families maintained by women results in part from lower educational attainment, high unemployment, more dependent children, and lower earnings when compared to men.

One out of every four families in the United States lives in poverty. The overall increase since 1980 (approximately 40%) in the number of poor families is in part due to the rapid growth of poverty-level households headed by single females. The following statistic is awesome; forty-nine percent of families in poverty are headed by a female high school dropout (Earle, et al, 1987).

Approximately 40 percent of the young women who drop out of school indicate they do so for pregnancy and/or marriage. About one-half of them do complete their education and graduate. However, age does affect negatively a student's completion rate. Of girls 12 to 15 years of age who are pregnant or parenting, only ten percent are likely to finish their high school education.

There is no doubt that school age pregnant or parenting young women are high risk for dropping out of school. The unfortunate result is that they are unlikely to obtain needed life and work skills and most likely to remain poor and be economically dependent.

A recent study Female Dropouts: A New Perspective reports that teen pregnancy may be symptomatic of already existing problems, such as low self-esteem, poor academic achievement, and more generally, a lack of options. This implies that the pregnancy itself is not the basic problem. In supporting this premise, the report provides the following statistic:

> Teens with poor basic skills are five times as likely to become mothers before age 16 as are those with average basic skills. (Earle, et al, 1987)

Pregnancy seems to be related to a young woman's disenchantment with the education environment based on a lack of academic achievement and ensuing feelings of low self-esteem. A child provides her with a vehicle by which she can leave an unrewarding situation for one she believes is more rewarding and therefore a means for self-enhancement. Many young women view parenthood and childcare as more enticing than school.

Economic data strongly support the need for economically and educationally at-risk young women to develop marketable job skills and make decisions about employment options including nontraditional employment opportunities. Likewise, there is a need for them to learn how to balance work and family roles, improve their self-concept, and learn decision-making skills to prepare them for the transition to self-sufficiency and a more personally satisfying life.

To effectively encourage and help young women who are pregnant or parenting and at-risk of dropping out of school, educational programs must be developed specifically to help them stay and succeed in school. However, educational efforts do not stand alone if success with these youth is to be achieved. Young women needing special programming and services must first be identified. Three key identifiers easy to remember are:

- low basic skills,
- low or unrealistic self-concept, and
- inadequate or inappropriate social skills.

Staff working with at-risk young women are key to any successful effort. In conjunction with staff, use of teaching and learning strategies designed to enhance the educational process for these young women is required.

RETENTION AND INTERVENTION PRACTICES

Program Elements. Studies have identified specific program elements that can address the needs of pregnant or parenting young women who are at-risk educationally. These elements are based on a comprehensive approach to helping pregnant and parenting young women grow socially, emotionally, and academically. Successful programming includes:

Life-Work Skills--Areas include basic skills; goal setting; decision-making; communication skills; self-concept development; interpersonal skills; parenting and family life skills; career planning and development activities; and access to vocational training and work experience.

Alternative Curriculum and Facility--Flexible academic components based on school requirements and students' needs; self-paced, competency-based, individualized instruction; targeted issues and situations faced by pregnant or parenting young women such as balance of school and family, stress management, budgeting time and money; alternative programing of specialized classes at sites conducive to student growth and development.

Remedial Classes or Tutoring--Strategies such as computer-assisted instruction to build academic skills for students having deficits in reading, writing, and computing; use of a variety of teaching techniques.

School Climate--Support and care of individual students personally, socially, psychologically and academically; high expectations conveyed for student behaviors and realistic standards set for academic achievement; opportunities offered for students to experience successes even if small and non-academic; opportunities for students and staff to confront students' school and non-school problems in a supportive atmosphere.

Positive Role Models--Exposure to a variety of adult roles and role models and opportunities to identify with female role models who have moved successfully to self-sufficiency (including women employed in nontraditional occupations); mentor system in place using volunteers from school and community.

In-School Health Clinics and Sex Education--General health assessments provided as well as laboratory and diagnostic screenings, immunizations, family planning counseling and services, prenatal and postpartum care, and drug and alcohol abuse programs.

Support Services--Accessible day care services; personal and career counseling; referral systems for students to gain access to social services and other pertinent community agencies; transportation options and ways to gain access to them.

Staff Characteristics. Staff working with at-risk young women are a key ingredient to any successful program endeavor. Successful staff are committed to the program and to the students they work with and guide. Committed staff:

- are oriented towards students/school/community and parents;
- develop meaningful relationships with students;
- follow students' academic progress, social relationships and health;
- talk to students as equals; have a sense of humor; are approachable and imaginative;
- interact with students in a manner that is free of sex and race bias;
- respond to student needs beyond the call of duty;
- have positive but realistic self-concepts;
- serve as students' advocates and liaison to other school staff and the administration;
- demonstrate caring;
- are positive adult role models (punctual, well prepared, good attendance, dressed appropriately);
- use a system of discipline with a minimum of rules, that includes rewards and allows for special circumstances;
- are willing to give students a "second chance";
- convey expectations for student behaviors and academic achievement.

Teaching Learning Strategies. At-risk students benefit from a school environment flexible enough to accommodate their individual learning needs. Young women in particular need attention to enhance their self-esteem and affect their academic achievement. To deal with the educational deficiencies and limited self-confidence of at-risk youth, the following teaching-learning strategies apply:

Individualized and self-paced instruction based on students' strengths and weaknesses;

Short-term, attainable academic goals;

Team-teaching (including community and business people);

Small group learning to build a sense of community/family;

Educational technology: computer-assisted instruction, video, long distance learning;

Frequent academic assessment, testing, and intervention;

Peer teaching, tutoring, counseling, and support;

Access to resource labs and centers;

Match teaching to learning styles.

Program Delivery Strategies. There are some additional ways to enhance the success factor in the educational process for at-risk youth in addition to the teaching-learning strategies and staff behaviors discussed above. Programmatic strategies are ways to deliver educational content plus strategic activities which enhance the process. Delivery strategies that work for at-risk youth include:

Integration of basic skills and job training skills;

Summer opportunities for work and training;

Longer term projects and activities for long-term effects;

Academic attendance required for participation in a job;

Opportunities to make up credit deficiencies-evenings, weekends, summers;

In-school rather than out-of-school suspensions;

Student assessment of strengths, learning styles, aptitudes and interests;

Referral system of student to program and other services;

Student services team that identifies student needs and plans intervention strategies and support services;

Occupational training for students that is related to the job market;

Small-sized programs--student-teacher ratio of 1:10/12;

Teacher autonomy--program, staff, facilities;

Student's desire to be in the program required--student wants the program;

Formalized student and parent support for program goals.

SUMMARY

Increased awareness of successful program elements and alternatives should encourage program planners, administrators, and staff to improve the school success factor for pregnant and parenting teens. Educators must strive to improve the ways schools and communities address the needs of at-risk youth. The effects of education upon the economic conditions of these youth and their children are highly significant. An adequate and appropriate education must be expected not only for immediate returns but also in the sense of empowering young parents to achieve a more satisfying personal lifestyle and to increase their opportunities to become fully integrated into their communities.

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GENDER EQUITY AND TEEN PARENTS--AN IMPORTANT CONNECTION

Barbara Bitters
Administrator for Vocational Equity
and Teen Single Parent Programs
Wisconsin Department of Public Instruction*

This article provides an overview of the important connection between teen pregnancy and parenting issues and programs and the achievement of gender equity in education. One must first understand the goals of gender equity in schools. They are:

1. To protect students' rights to an equal education free of discrimination on the basis of their sex, their marital and/or parental status.

2. To help students free themselves from limiting, rigid sex-role stereotypes and sex bias.

3. To assist students to explore and participate in a broader range of educational programs and activities leading to higher paying or more satisfying careers.

4. To help students understand, think about, and prepare for a future characterized by change, especially in male and female roles, relationships and in careers.

5. To educate students about personal and social problems that have been caused by rapid social and economic changes, by traditional socialization of males and females, or which affect girls and women disproportionately.

We must keep these equity goals in mind as we think about the needs of teen parents and design and implement programs to assist them to complete school and aquire marketable skills and to become self-sufficient. Equity connections can be applied at all levels of program design, implementation, and evaluation.

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* For Identification purposes only, the opinions expressed in this article do not necessarily reflect the position of the Wisconsin Department of Public Instruction. No official endorsement by the Department should be inferred.

THERE ARE EQUITY-RELATED (SEX-ROLE SOCIALIZATION) THEORIES ABOUT WHY TEENS "CHOOSE" TO ENGAGE IN SEXUAL ACTIVITIES LEADING TO PREGNANCY AND PARENTHOOD.

Most experts agree that unplanned teen pregnancy has multiple causes. Equity advocates/specialists believe that the roots of teen pregnancy can be found in the sex role socialization process. In essence, it is the messages about masculinity and femininity, the acting out of stereotyped role expections, the pressure to constantly prove that we are men and women, and the double standards related to male/female behavior in general and sexual behavior in particular which lead almost "naturally" to teen pregnancy.

While sex role messages have been expanding over the last few years, research shows that individuals still identify with traditional male/female roles and traits and that often people's behavior is based on what they believe are appropriate masculine and feminine traits, characteristics, roles, and relationships. Young people are exposed to male/female roles and relationships in their daily environments and through the media including art, T.V., film, advertisements, and music.

Young people are asked to cope with their growing sexual/emotional feelings in an environment that contains many overt sexual messages and images. Dating has many traditions and rituals which provide the "set" or "vehicle" for acting out stereotyped and unrealistic sex role expectations. Caring adults need to intervene and assist students with understanding themselves and the choices they have a right to make with regard to their own identity, male/female roles, relationships and their sexuality.

Messages and images about sex roles (what it means to be masculine and feminine in this culture and in this time) and male/female relationships that may be of concern or that may lead to teen pregnancy include:

- the notion that a young woman's most important, most rewarding, and most feminine role and goal in life is to be loved by a man and to have and raise children;
- the notion that young men have few emotional needs, and that men who express tenderness aren't masculine;
- mixed messages to young women about the importance of being sexually attractive to men and yet ignorant of how their bodies work;
- messages that male or female private parts are dirty;
- messages that overemphasize the importance of physical attractiveness;

- messages to young women that their self worth is based solely on how well they please others and to young men on how well they provide for others or compete for success in the working world;

- messages to young women that indicate they will not have to be financially independent, that they can rely on someone else (husband or the government) to support them, or messages that limit their career aspirations to traditional female jobs;

- messages that reinforce that males and females are the "opposite sex" (opposite meaning "contrary or antithetical in nature or tendency; altogether different") and therefore that male and female sexuality is assumed to be "altogether different". Examples of this notion include: "women have no sexual needs and men can't control their sexual needs" or "sexual behavior is the ultimate proof of love for females and of physical desire for males");

- messages that reinforce a double standard of expected behavior. For example if we believe that chastity/virginity is essential for females then it should be essential for males as well; and

- messages that suggest maleness and femaleness are something one has to prove over and over again by the choices one makes, including future jobs, friends, and outside interests.

THERE IS A HISTORY OF EDUCATIONAL DISCRIMINATION ON THE BASIS OF PREGNANCY AND FEDERAL AND STATE LAWS DESIGNED TO END THESE PRACTICES

Prior to the passage of Title IX of the Education Amendments of 1972 and the adoption of federal regulations in 1975, schools were allowed to discriminate against pregnant students and educators. Most teen pregnancies were viewed as "such a scandal" that young women were not allowed to continue their education. This lack of access to school and completion of a high school degree resulted in a life of dependency and poverty for many young women. Pregnant teachers even when married were also considered a bad role model for students and were often dismissed as soon as their pregnancy was known.

Title IX, which prohibits discrimination on the basis of sex, pregnancy, and marital status for both students and employees in all public school districts receiving federal financial assistance, changed the above practices. Schools are required to offer a pregnant student the option to remain in her regular classes, to join a special program for pregnant students which is comparable to the regular academic program, or to keep up with her class through homebound instruction.

In Wisconsin, there is a pupil nondiscrimination statute (s. 118.13 and PI 9) which also protects students from discrimination, including stereotyping, bias, and pupil harassment on the basis of pregnancy. In addition many schools provide special assistance to pregnant and parenting teens through School Age Parent Programs (SAPAR), special Job Training Partnership Act (JTPA) teen parent programs, and teen single parent vocational programs.

MANY CURRENT PREGNANCY PREVENTION STRATEGIES ARE IN FACT GENDER EQUITY STRATEGIES.

The following chart summarizes the most common factors believed to contribute to teen pregnancy and the corresponding pregnancy prevention strategies that are being employed.

Chart 1

Common Factors	Pregnancy Prevention Strategies
Ignorance of sex, physiology, contraception, etc.	Increase knowledge of sexuality, reproduction, and human growth and development.
	Promote male and female responsibility for decisions.
	Increase access to health care, including family planning services.
	Improve parent-child communication (in general).
Generational/Sibling Pattern of Teen Pregnancy.	Early identification and intervention with targeted high-risk individuals/groups.
Poverty--Both Urban & Rural.	Support economic growth and development so living wage jobs are plentiful.
Low Self-Esteem.	Postpone sexual involvement through increasing life options:
	Improve parent-child communication.

Real and Perceived Limits on Future Options.	Increase knowledge of economic realities.
	Increase career education, exploration, and development.
	Promote nontraditional and higher wage occupational choices.
	Increase life/work planning and life management skills.
	Increase decision making, assertiveness, communication and other skills which will help students avoid victimization.
	Break the stereotypes and "Cinderella" myths and expand role expectations. Neutralize rigid definitions of masculinity and femininity.
	Expand educational and employment options by increasing educational aspiration and creating programs designed to help students experience and build on success.

As you can see by reviewing the goals of gender equity in schools and the "increasing life options" pregnancy prevention strategies, equity goals/programs/activities and these pregnancy prevention strategies are the same.

FOR TEEN PARENTS TO ACHIEVE FINANCIAL INDEPENDENCE AND AVOID A LIFETIME OF POVERTY, THEY WILL NEED TO BE EXPOSED TO CAREER EXPLORATION, PLANNING, AND VOCATIONAL TRAINING WHICH IS FREE OF SEX BIAS AND STEREOTYPING AND DISCRIMINATION LEADING TO HIGHER WAGE/HIGHER BENEFIT JOBS.

Both the U.S. and Wisconsin labor force are characterized by occupational segregation on the basis of sex. Simply put this means that some jobs are considered "women's" jobs and are held predominantly by females and some jobs are considered "men's" jobs and are held predominantly or solely by males. This occupational segregation continues to influence career and job choices of adults and young people.

Prior to 1975, educational institutions prepared young people as if girls' and boys' career and vocational needs were different. Not only did educational policies and practices reflect the occupational segregation of the work force but various counseling and guidance, career education, and vocational programs perpetuated work force segregation generation after generation.

Overcoming occupational segregation has become a national goal in recent years for two main reasons. First, maintaining occupational segregation usually involves policies and practices that constitute employment discrimination on the basis of sex. Title VII of the Civil Rights Act of 1964 and the Wisconsin Fair Employment law (among other federal and state laws and regulations) prohibit employment discrimination on the basis of sex.

Second, occupational segregation is the main factor contributing to wage inequity between female and male wage-earners. In 1986 females were paid 64 cents for every dollar paid to males. This is of ever-increasing concern because of the large number of women and their dependent children living in poverty and/or dependent on government programs or assistance.

Pregnant and parenting teens, more than teens in general, need to consider higher wage/higher benefit jobs and careers because they need to provide for themselves and their children. It has been estimated that an AFDC recipient would need to earn $8.00 per hour at a paid job to retain the standard of living and the health care benefits they now have on welfare. Although no formal studies have been done, it seems clear that pregnant and parenting teens are less likely than teens in general to consider, explore, train for, seek, and keep nontraditional (jobs where 25% or less of the workers are one sex) or higher wage jobs.

It appears that parenting teens are less able to visualize themselves in a nontraditional job. Nontraditional workers seem to have some characteristics and skills that teen parents may not have (yet). These include: personal independence, perseverance even in the face of adversity, confidence in their own abilities and choices, willingness to overcome fears and solve problems, self-assurance and self-approval as opposed to over-reliance on the approval of others, an appreciation for differences, a desire to develop androgynously (flexibility in gender roles, traits, skills, and characteristics) and a greater willingness to take risks in general.

In contrast, some, although not all, teen parents have experienced school failure and frustration. They are not willing to take occupational risks and are not self-assured or confident. Many teen parents are "sex role conservatives." In fact, they may have become pregnant (or fathered a child), consciously or unconsciously, to prove their womanhood (manhood).
What are the job/career goals of teen women in Wisconsin in 1986?

Chart 2

Ten Occupations for which Wisconsin Females most Frequently Request Information *

Describes the ten occupations females most frequently request information. The data is from the Wisconsin Career Information (WCIS) system and includes the starting salaries associated with those jobs.

Job/Career		Hourly Starting Salary in WI
1.	Accountant	$6.25-$ 9.00 per hour
2.	Clothes Designer	$5.25-$ 5.75 per hour
3.	Psychologists	* $8.00-$10.00 per hour
4.	Social Workers	$6.75-$ 9.00 per hour
5.	Lawyers	* $7.50-$12.00 per hour
6.	Travel Agents	$4.00-$ 4.75 per hour
7.	Flight Attendants	* $7.00-$ 9.00 per hour
8.	Interior Designers	$4.50-$ 6.00 per hour
9.	Child Care Assistants	$3.25-$ 4.50 per hour
10.	Hair Dressers and Cosmetologists	$3.25-$ 5.00 per hour

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* Source: WCIS, Fall 1986 data based on 5,860 female requests. All hourly salaries are from the WCIS, Occupations Digest for 1986-87 and are calculated on a 40 hour week (except flight attendant which was calculated on 115 hours/month). These starred occupations do not have regular 40 hour work weeks and therefore these salaries are lower than actual hourly salaries would be in these occupations. They have been calculated this way for easy comparison.

Chart 3

Career Goals and Starting Salaries

Describes 327 career goals and the starting salaries identified by 278 single parents participating in special programs during 1986-87 funded under the Carl Perkins Vocational Education Act.

Job/Career		Hourly Starting Salary in WI
1. Undecided/Don't Know (65 of 327 career choices)		
2. Nursing	LPN	$4.75-$ 7.00 per hour
	RN	$7.00-$ 9.00 per hour
3. Secretary		$5.00-$ 7.00 per hour
4. Cosmetologist		$3.25-$ 4.00 per hour
5. Child Care Worker		$3.25-$ 4.50 per hour
6. "Computers"		$5.50-$ 7.50 per hour
7. Teacher	*	$5.50-$ 8.75 per hour
8. "Factory Worker"		$3.50-$ 8.00 per hour
9. "Marketing/Retailing"		$3.50-$ 5.00 per hour
10. Lawyer	*	$7.50-$12.00 per hour
11. Nurses Aide		$3.25-$ 6.25 per hour
12. Police Officer		$7.25-$16.50 per hour

1-12 represent 256 of the 327 choices or 78 percent of the career goals of these single parents.

*Although these hourly figures are based on a 40 hour work week, these occupations do not typically have a regular work week.

Several of these career goals are not specific job titles within the WCIS or other occupational catalog systems, e.g. factory worker.

Chart 4

Nontraditional Jobs/Careers Identified by Single Parents

Describes the nontraditional career choices of those same teen single parents. In most cases these nontraditional choices were paired with a traditional choice.

Job/Career	Hourly Starting Salary in WI
Police Officer	$ 7.25-$16.50
Lawyer	$ 7.50-$12.00
Doctor	$14.00-$23.00
Accountant	$ 6.25-$ 9.00
Auto Mechanic	$ 4.25-$ 6.50
Pilot	$14.25-$21.50
"Electronics"	$ 6.00-$12.00
Farming	$ 2.25-$ 7.25
Chemical Technician	$ 5.25-$ 7.00
Business Owner	*
Banking	*
Zoo Keeper	*

* Salary ranges not given

These choices represent 31 of 327 choices, or 9 percent of the career goals of single parents.

It is clear from reviewing this information that a great deal of encouragement for considering nontraditional or higher wage/higher benefit occuaptions needs to be directed at young women in Wisconsin and specifically at teen parents in Wisconsin.

SEX ROLE FLEXIBILITY WILL BE ESSENTIAL FOR SINGLE TEEN PARENTS WHO WILL BE BOTH PROVIDERS AND PARENTS.

Teen parents, perhaps more than other teens, need to explore expanded role options because many of them will be the primary provider and the sole parent of their child. These dual roles require one person to develop both traditional male and female skills to survive. Despite the general heightened awareness about the changing roles of women and men in our society, most young people need assistance to explore in a supportive environment the myths about gender roles. Many teen parents need help in resolving feelings about the other sex and how their life is different than they had imagined it would be.

Students need more than awareness of expanding gender roles. They need to build equity skills which will maximize their options and help them raise their child in a non-sexist way. A list of "Student Equity-Related competencies for Economic Self-Sufficiency and Equal Employment Opportunity" is provided in the Appendix.

TEEN PARENT PROGRAMS MUST NOT REINFORCE STEREOTYPES, BIAS, TRADITIONAL CAREER CHOICES, OR FEMALE DEPENDENCY.

Teen parent programs in the schools are in a period of transition and redirection. New laws and standards in Wisconsinhave been promulgated recently. This includes Wisconsin Act 56, which redirects Human Growth and Development (HGD) efforts by local schools and School Age Parent Programs (SAPAR).

SAPAR is used to provide special programs for teen mothers up to four months after the delivery of the child. Now SAPAR programs are to serve both teen mothers and fathers until graduation from high school. These changes will require more comprehensive and coordinated SAPAR programs, including coordination with vocational education and employment and training programs.

The Children at Risk (CAR) standard (s.118.153) provides for school district plans and programs to serve teen parents who are one or more years behind their age group in the number of credits attained. Welfare reform, including the proposed Learnfare requirements, will provide incentives for teen parents to complete a high school degree and to develop marketable skills.

Our programs must bolster motivation as well as the capacity for teen parents to make wise decisions with regard to future work and family realities. Teen parents need skills in:

- responsible decision-making,
- problem-solving,
- networking,
- building support systems,
- enhancing interpersonal communication and relationships,
- neutralizing gender role stereotypes,
- increasing school success,

- exploring the entire range of career options,
- increasing self-esteem,
- avoiding victimization, and
- preparing for economic self-sufficiency.

Helping teen parents develop self-esteem, self-confidence, and self-sufficiency starts with our own positive attitude that "they can do it" for themselves. The expectations we have of our students shape what they achieve. In some cases this will require us to re-examine the effects of our desire to "help" and "protect" teen parents, and how that desire is translated through our programs. A maternalistic or paternalistic approach to teen parents does not provide them with the skills they need to become independent parents and adults.

As we develop new programs and redirect older ones we must not create programs which overtly or covertly reinforce traditional gender roles, stereotyped occupational choices, female dependency an/or victimization. We must instead consciously strive to build programs which help teen parents create and plan for their future.

MINORITY ISSUES AND CONCERNS

A. Frances Lindner
Teen Parent Project Director
The Vocational Studies Center
University of Wisconsin-Madison

The experience of being an American Indian, Asian American, African American, or Hispanic within American culture is often vastly different from that of a white person. Racism, segregation, and stereotyping, affect a person's relationship to the world. These factors can negatively influence a student's educational outcome or participation in a program, especially when staff, agencies, or administrators lack sensitivity to these factors and their influence on participants.

In this discussion, racism is defined as a belief and/or behavior that establishes race as a primary determinant of human qualities and characteristics; it seeks to establish inherent inferior/superior relationships between people of different origins. Racism supports and maintains a power structure that prevents equal opportunity to those who experience it. It is used as a means to oppress specific groups and to prevent their access to educational, economic, and political resources.

If staff are not of the same racial background as their students, they may be unfamiliar with issues that affect student attitudes and behavior. Some of these issues affect communication between staff and student, and can create obstacles to desired outcomes. An awareness of, and sensitivity to, differences in values, attitudes, and approaches to problems will help improve cross-cultural communication. It is important to address these differences by acknowledging them and sharing concerns, rather than placing the onus of responsibility for being different on the student.

As participants living in a multi-racial society, we must continually examine our own culturally-bound barriers that inhibit positive communication and growth between individuals. Factors which can inhibit positive communication between staff and students of different racial/cultural backgrounds include:

- subtle or unconscious messages suggesting that minority students cannot perform at the same level as non-minority students;

- media images which do not reflect positive experiences of minority cultures;

- unintended language that suggests to students that staff has low expectations for students and may even expect failure;
- lack of knowledge/and or understanding of cultural differences;
- stereotyping or not seeing individuals as persons in their own right.

As staff providing educational and social services to teens, we have a professional responsibility to:

- learn to recognize and appreciate differences between ourselves and the students we serve;
- examine our own ethnocentric values of paternalism and maternalism, and the language associated with these values;
- understand the importance of and need for positive role models who represent students' racial and ethnic backgrounds, if different from those of the staff;
- create a multi-cultural environment for students, and value the backgrounds from which they come;
- consider issues surrounding racism when they arise, addressing them directly and talking about them;
- read and research information about the historical, social, economic, and political factors affecting the students;
- identify and promote full development of a student's potential;
- respect and value ethnic and racial diversity;
- recognize when cultural differences are affecting communication and make appropriate adjustments;
- promote responsible, critical thinking in students to empower them to be their own advocates;
- awaken and expand each student's desire to strive for their full potential;
- be open and accepting;
- show care and concern for the welfare of the students we serve.

Hidden, subtle, and all too often negative messages and stereotypes are ever-present in dominant white culture. These messages seem valid because they come from recognized and institutionalized sources such as television, film, publications, literature, educational institutions, etc. We must continually question the validity and accuracy of the message we receive from these source to fully understand the impact they may have on individuals.

Role models are an important part of the development of a person's identity. Studies show that culture and gender identification affects social behavior. Positive role models of successful individuals give students vital images to emulate. Positive minority role models can build and help to reinforce non-racist values and can positively influence student goals.

Teenage parents who belong to racial minorities often have additional barriers to overcome that those in the dominant culture do not have. They also have additional resources available to them that can help them better make the transition to adulthood and parenthood. For example, extended family networks and strong community support systems often exist in minority cultures. Where they do exist, staff can often identify additional support systems by contacting parents of the students. Staff working with minority participants need to determine and network with these additional sources of support.

As educators we share the responsibility of providing students with the highest quality education possible. We must continually strive to identify and eliminate negative factors affecting outcomes and increase positive personal and educational experiences for students. This is possible if we work toward an environment that is free of bias and that promotes equal opportunity for everyone.

A MINORITY PERSPECTIVE

Jonathan Hilson
Milwaukee Spectrum, Inc.
Milwaukee, Wisconsin

As a vocational educator in central Milwaukee working with "at-risk" young women from minority backgrounds, I have had an opportunity to observe some of the issues that influence educational outcomes for these women. The following information is a summary of my observations. This work is not intended to explain why minority youth are having children. Rather, it is intended to present factors that contribute to this problem. When speaking about minority teenagers, I am generally referring to those who come from low socio-economic backgrounds and live in an inner-city environment. This perspective excludes the many middle-class minority teens who are not economically disadvantaged.

A primary reason minority girls from low socio-economic backgrounds have children is that they do not think they have a future. They do not fear the consequences of becoming parents at a young age. Unlike middle class youth, they do not fear that an unintended pregnancy will ruin their chances of becoming accepted at a major college or university. Often, a teenager from a background of poverty, whose best chance for a job is to work in a low-paying, dead-end job, does not see that having a baby at 16 is an obstacle.

Many see themselves as being of very little value to society. "The only expectation that white people have of me is that I stay in my place," and, "The white man is never going to give me a break," are refrains expressed so often by these girls that they become self-fulfilling prophecies.

They begin to tell themselves, and believe at an early and impressionable age (when self-identify and self-esteem are formed), that their future lives will be very much like those of their elder family members and the majority of adults living in their community. They see the people around them living on the edge of poverty: people who lack the financial resources to experience life outside the confines of their own blighted communities. These are people who work long, seemingly-endless days at unskilled, low-wage jobs. They are people who live with the constant fear of being only a paycheck away from welfare.

Inner-city, economically-disadvantaged minority teenage girls operate from different cultural norms and values from those of middle-class teens. These norms and values influence:

1. personal expectations and aspirations, and
2. expectations imposed upon them by family members, friends, and society.

Minority teens who are pregnant or parenting and who live in poverty are seldom exposed to minorities who provide positive role models and who foster feelings of hope and self-esteem. They rarely see that minority people are doctors, lawyers, chief executive officers, hospital administrators, etc. Instead, because of the environment in which they live, they are more likely to be exposed to images of minorities as drug pushers and users, unemployed street hustlers, unmotivated welfare recipients, and just plain losers.

Factors that affect the decision by adolescent minority females to have children include:

- the effects of low self-esteem;
- the ecology of the environment they live in;
- how they view sex and its consequences;
- resources and support systems they rely on to aid them in their child-rearing efforts; and
- the views that mainstream society has of them.

The ecology of many inner-city neighborhoods diminishes hopes of rising above poverty. Features of the inner-city that prevent teens from developing into confident and mature adults include:

- high-density residential housing,
- a lack of constructive activities and places to "hang out";
- a lack of access to quality educational opportunities; and
- a lack of jobs to provide income and work experience.

The lack of positive role models and the ecology of neighborhoods are only two factors that affect minority teen parents. Current socio-economic changes affecting urban centers and sweeping changes in employment patterns will continue to have profound effects on the cultural and psychological conditions under which youth mature in the coming years.

One look at the high unemployment rate of 50% or more among minority youth (20% among minority adults), as opposed to the 15% unemployment rate among white youth (7% for white adults), make it difficult for minority teen mothers and fathers to see an economic future based on self-sufficiency. They know, at an early age, that there are not adequate, secure, paying jobs with benefits available. They know that youth between the ages of 16 and 21 are the least favored in the intense competition for reasonably good jobs. They also know that minority youth are the most disadvantaged of all.

Minority youth are also aware that minorities are more likely than whites to hold low-paying, part-time, service-sector jobs. Less than ten percent of professional white collar jobs in the United States are held by minorities. The sharp decline in the government's willingness to enforce equal employment opportunity laws, dwindling financial aide for higher education, and severe cuts in youth employment training dollars make a bad situation even worse.

These are examples of structural social problems--problems that effect youth irrespective of their community. Young people from low-income communities, those with the greatest need for economic development, tend to be hit hardest by the lack of work and training opportunities.

Paralyzed by feelings of hopelessness, minority teens turn to what they term, "recreational activities." Sex happens to be a primary source of recreational activity. In conversations with minority teenage girls growing up in Milwaukee's central city, I found that sex is part of a recreational pattern that also includes endless hours of TV, frequent marijuana smoking, beer drinking, and consuming vast quantities of fast foods.

These youth have active sexual lives from an early age; sometimes as early as twelve. In addition to their lack of access to productive opportunities, they also lack adult supervision. Young women report being given a great deal of freedom at an early age. Growing up in homes where there is only one parent, they are free to go out and stay out as late as they please.

While they are aware of the consequences of sexual activity, they do not take responsibility for it. To them, getting pregnant is just a risk you take for having sex. This is not to suggest that these girls are promiscuous. Many of them explain that they have had sex with only one partner, usually the guy they were going with on a steady basis. "Going with" means having regular sex with him. For these girls, there is heavy peer pressure to have a steady boyfriend by the age of sixteen or seventeen. Unlike boys, girls must have one relationship at a time to avoid the stigma of being labeled a "whore," a double standard and expectation that cuts across most cultures.

For some girls, their involvement in a steady sexual relationship is the beginning of a conscious decision to have a child. For them, a child is the fulfillment of their limited expectations. A child is a companion, often taking the place of their boy friend. A child is someone who they can care for and nurture; someone to whom they can give joy and happiness; someone to call their own. It represents a symbol of respect among female peers who have children and those who do not, but desire to. To them, the accomplishment of having a child is an adequate substitute for other impossible aspirations.

Once the child is born, caretaking and financial responsibility become real matters. Because such realities are often foreign to teenagers, they step back and leave primary nurturing and financial responsibilities to their immediate family members. Consequently, these girls merely become participants in the process of raising the child. They assume that the same resources that have been and continue to be provided to them by their parents, limited as they may be, will be extended to the child as well.

Young males involved in steady sexual relationships have much the same view of sexuality and its risks as their female partners, i.e., pregnancy is a risk you take for being sexually active. They are mindful of their need to use contraceptive devices to avoid a pregnancy. However, they place their fate in the hope that it won't happen to them.

In most cases, the nurturing and financial contribution of young males will be minimal, at best. They lack the financial resources to support a family. They are often barely able to support themselves. For these fathers, the support of their presence and time is all they can contribute. Unfortunately, most young males lack the maturity and sense of responsibility necessary to rear a child.

Some factors affecting teenage fathers are:
- a sense of isolation;
- lack of self-confidence;
- inability to talk to someone who is knowledgeable about sexual responsibility issues;
- fear of the role of parenting;
- mixed messages about families and relationships;
- the ecology of the culture in which they live, where family structures are primarily single-parent female-headed households; and
- lack of positive adult male role models.

Minority families, often the only source of positive role models for these youth, are often projected as inadequate versions of "mainstream" families. Often, minority families are considered to be "fundamentally different" in their organization and lifestyles. Minority households are often described by the media and other institutions as normless, alienated, and chaotic, as less stable and cohesive; and more strife-ridden than mainstream groups. They are typically portrayed as being unable to educate their children, cure their own ills, find and hold good jobs, provide adequate supervision of children, or effectively control their behavior.

It must be noted, at this point, that the writer agrees that parts of these theories have some validity. Validity in the sense that these are learned behaviors and not innate behavior traits. This tendency to characterize minority cultures negatively (a process of social conditioning) cultivates feelings of condemnation, confusion of self-identity, and low self-esteem in minority youth. Characterizing minority cultures as lacking or devoid of positive experiences produces what is tantamount to pathology in these cultural groups, making them unable to cope, and encourages them to abandon their hopes and dreams for a better life.

Society needs to recognize that teenage pregnancy is not just a minority problem, but a problem that is occurring at large. White teenage girls are having children in increasing numbers. Any initiatives targeted at reducing this problem must be broadly based. Government initiatives must develop strategies for a broader understanding of the many psychological, cultural, and socio-economic factors relating to early parenthood and sexual activity among all teenagers.

Prevention programs aimed at reaching young men are essential. It is critical to create a climate of concern for and understanding of teen fathers. Male involvement and male responsibility are elements which cannot be overlooked and must be emphasized.

Comprehensive programs encouraging parental involvement can help curb the problem of teenage pregnancy. Parental advocacy groups need to be developed on behalf of youth to encourage greater parental responsibility for guidance. Communities are strongly encouraged to involve parents in planning and implementing teen pregnancy prevention projects.

An extensive review of existing health and medical services for teens is essential to improving the health habits and behaviors of adolescents. It is critical to the prevention of teenage pregnancy. It is also important to encourage the involvement of health professionals (school nurses, health educators, physicians, outreach workers, etc.) to help teens prevent pregnancy. Effective sex education will help students learn responsible sexual decision-making and the importance of contraception.

Schools, churches, community groups, and the media need to participate in the development of local education and information, with an emphasis on pregnancy options and referrals for adolescent health services.

The media must stop promoting negative images of teens, minority groups, and the family. They need to be made more aware that these messages have a negative impact and lasting side effects on these youth.

Young mothers need to be exposed to lifestyles where the development of self-esteem is not built on child bearing, but on educational achievement and employment accomplishments.

Whatever the causes for the rise in teenage pregnancies among minority girls, the fact remains that this is an issue that must be dealt with immediately. It's time to go beyond theorizing and blaming, and move to solutions that ensure that all young people, whatever their color, have more to look forward to than a baby at sixteen.

THE NEEDS OF RURAL TEENAGE PARENTS

Darwin Smith
JTPA Coordinator
CESA 10 & 11
Elmwood, Wisconsin

The shortest distance between two points is, undoubtedly, a straight line. That is, unless you have a transportation problem. Single teen parents in rural America face serious barriers to participation in regionally-developed support groups or other special educational activities. Isolation and lack of transportation are barriers that supersede all other initiatives to provide services to the rural single teen parent.

Communities of less than 2,500 and persons on farms in the open countryside tend to be widely dispersed geographically. Costs prohibit regularly scheduled transportation between communities, much less transportation for rural single teen parents to access regionally-located support groups or career centers.

The single teen parent is most often dependent upon the family vehicle for transportation. Isolation in home communities separates programs from participants. Coordinating transportation with volunteers is frustrating, and more often than not, fails early because of multiple barriers.

Another barrier to rural teen parent support programs is a lack of a teen support network. Meeting other teens who are parents and sharing support are primarily restricted to class meetings. Distance and communication barriers prohibit contact between participants on a spontaneous, as-needed basis.

Networking is a critical dynamic of support groups. Contacts can go beyond meetings and help teen parents with their childcare and decision-making experiences. With these friends they share experiences, understand their child's development, and examine their decisions in dealing with their special circumstances.

Self-esteem, self-awareness, and assertiveness all result from the confidence that develops as teens learn that others like them are successfully handling similar challenges. In rural areas, opportunities to share experiences outside of the family are limited. School provides the greatest opportunity to meet others and share, but the single teen parent is often set apart from classmates. Having experienced a "higher level" of real biology and responsibility, the teen often becomes stigmatized. She may choose to withdraw from school in self-defense. Conservative attitudes in rural areas create barriers that are counter-productive to the positive growth of single teen parents.

A wholistic approach to the problems of teen parents is needed. Programs must not only foster networking for individual participants, but for programs as well. Single teen parents need advocates to help them gain access to community programs. Working together insures referral to appropriate agencies, eliminates gaps in services, and avoids duplication.

Social Services, WIC, Judicare, Secondary Schools, Vocational, Technical and Adult Education (VTAE), and Private Industry Councils (PICs) are all valuable team players in providing services to single teen parents. Advisory groups with representatives from these programs can foster improved communication and successful networking.

In rural communities, use of existing social welfare programs is limited. Community attitudes limit support for the poor, and stimatization limits participation. This fear of stigma prevents participation in educational activities as well.

A family member, partner, or "significant other" may feel threatened by programs that help to change conditions for teen parents through group participation and support. They may fear that the person they care for will go on to new endeavors and leave them behind. For example, if teen parents are living together, the father of the child will most likely have a strong influence over the mother. If he lacks confidence and self-esteem, he might feel threatened by programs that support the mother. He may discourage her from attending support groups or educational activities and other opportunities for growth and change. Activities experienced by the teen mother in a support group may cause unpredictable results at home when the person tries to share new ideas or change relationship behaviors. Thus, program participation may create problems that cause mothers to drop out. Including the fathers in programs is strongly advised whenever possible so both parents can learn together.

The floundering farm economy is another problem that may cause rural teen parents to drop out of a program. There may be little support for other activities or responsibilities because the basic security of the family unit and its income is in jeopardy.

Business and other opportunities in rural communities all suffer from recession. Little knowledge and few options for career and lifestyle choices are available to isolated, single, teen parents. Low aspirations combine with the farm crisis to undermine efforts to develop employability skills. Career exploration may not seem appropriate to a parent whose basic needs are being threatened. A partner, a child, and a home often seem to be more realistic goals than a career. Non-traditional careers are seen as unrealistic and are not given serious attention.

Barriers to reaching out to single teen parents are not always unique to a rural environment but are often the same as those facing all single teen parents. However, educational curricula designed to help teen parents achieve awareness, life management skills, and vocational consciousness are much harder to deliver to a population isolated by distance and attitudinal barriers.

Those who work with rural teen parents must help them overcome these multiple barriers. With a coordinated effort by local and state agencies, the problems can be addressed effectively. Knowing and understanding barriers confronting rural teens can help staff identify solutions and establish policies that can direct future program funding.

TEEN FATHERS

A. Frances Lindner
Teen Parent Project Director
The Vocational Studies Center
University of Wisconsin-Madison

Although much has been documented regarding issues surrounding teen mothers, less is known about teen fathers, their attitudes toward fatherhood, and their relationships with the mothers of their children as well as with their children.

Studies show that teenage fathers believe their experiences as unwed fathers could have a positive effect on their lives by providing a focus for their goals and future. Fathers who have participated in programs for teenage parents demonstrate their concern and wish to be an active participant in decision-making and caring for the child.

Issues concerning teen fathers are complex and require an examination of our own stereotypes and expectations. Overcoming the myths around teen fathers will help orient our thinking toward a more wholistic approach to teenage parenting when providing services.

Adolescent fathers are psychologically ill-prepared for parenting. They are often ambivalent about their readiness to take on the role of father, provider, and caretaker.

Both teenage parents lack adequate knowledge and understanding of child development and parenting skills. They are often impatient and intolerant of child behavior. Interviews with teen fathers demonstrate they are often frightened, withdrawn, confused, and feel guilty about the pregnancy (Barret, et al, 1981).

When asked about the relationship with the child's mother, teen fathers expressed concerns about child support. Lack of understanding, poor communication, and general disagreements were identified as problems in the relationship.

These problems were also evident when teen mothers were interviewed at pilot sites using this curriculum. Project staff asked teen mothers about child custody. They asked why mothers do not report their partners in order to be eligible for welfare for themselves and their children. Several mothers said that they did not want to be forced to allow the father to see the baby. Issues of control over the child seem to be common, especially if fathers are not contributing financial support. In one study of black unwed teenage fathers, participants reported that the young fathers perceived their relationship with the young mother to be one of love. However, it is difficult to know if those feelings of love included commitment and long-term involvement.

Since so little research has been done on teenage fathers, we must take care not to generalize about the findings. Little is known about the validity of most findings. It is suspected that respondents might report what they think they should report rather than what is true.

Myths perpetuate because of the lack of information about young fathers' roles and feelings about fatherhood. In Working with Teenage Fathers: A Handbook for Program Development, Joelle Sander identifies some important issues that emerge in individual counseling with teenage fathers. They include:

1. Fear of punishment when the male finds out his partner is pregnant;
2. Concern over the best ways to be helpful to his partner during her pregnancy;
3. Fear of being excluded from his child's life because he is not able to offer financial help;
4. A lack of self-esteem because he cannot find a job to help support his child;
5. Confusion about whether to finish high school or find a job;
6. Feelings of isolation from his peers once he becomes a father;
7. A sense of sadness that his youth is over;
8. Concern about being a good father, a better father than perhaps he had;
9. Problems with his own family and his partner's; and
10. Desire and fear about establishing paternity (Sander, 1986).

Other studies of teen fathers identified characteristics affecting their personal development, their relationship with the mother of the child, and their roles as parents. Factors include:

- coping with stresses associated with normal, adolescent psychological development,
- experiencing turmoil as they strive to achieve self-identity,
- the need to effectively manage stress,

- experiencing stress related to pregnancy and prospective parenthood,
- depression,
- limited earning power and unsatisfying jobs, which have consequences for the family,
- difficulty providing mothers with emotional support,
- that viewing providing for the financial well-being of the family is the father's major responsibility, and
- suffering from low self esteem, which is compounded by the above factors (Elster, et al., 1982).

Reaching out to teenage fathers is a difficult and complex task. Offering practical help with school, training, and vocational counseling can be used to attract fathers to programs. Solving practical problems such as education and employment is necessary before fathers can focus on less visible but equally important problems.

As with teen mothers, fathers need, among other things:

- to be included in programs for teenage parents,
- to be interviewed along with teen mothers during program intake whenever possible,
- emotional support counseling,
- training in parenting skills,
- educational and vocational training,
- vocational and career counseling,
- pregnancy prevention education that focuses on sexual responsibility and the use of contraception, and to understand the importance of finishing high school.

Fathers are generally hard to reach. Female partners are often the main resource and contact to recruit for teen fathers' programs. Offsite referral sources for locating fathers are:

- community based organizations,
- religious organizations,
- high school guidance counselors,
- vocational training programs,
- G.E.D. programs,
- recreational centers, and
- word of mouth.

More research and information are needed to understand fully the factors affecting teen fathers and their role as parent. It is important to include fathers whenever possible in programs for teen mothers. Including fathers will help eliminate the alienation they feel as a result of being neglected in programs for teen parents. It will also help fathers learn the skills they need to develop as adults and parents.

Providing services to the mother only tends to reinforce the separation of partners both psychologically and practically. If the goal of a program is to help teenage parents make the transition to adulthood then both parents must be served whenever possible. Where program funding restricts participation to the parent holding custody of the child it is advisable to recommend to the couple other programs where they can both receive services and support in addition to your program. Young fathers need encouragement and nuturing often in the same way as the young mothers. Their inclusion in such programs communicates the acknowledgement and expectations of their responsibility in the parenting role.

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CHILD SUPPORT*

Wisconsin is implementing landmark legislation for paternity and child custody. Other states are following in Wisconsin's footsteps.

The following information gives staff an idea of the focus of that legislation. However, legislation such as this is constantly changing. It is critically important for staff to be aware of current legislation, to understand how these issues are being addressed in your state, and to know how they affect students in your program.

In Wisconsin, 88 percent of parents with custody are female. A major factor contributing to the impoverishment of female-headed households is inadequate support payments or the total failure of the other parent to pay any support. Factors that are unrelated to the ability to pay may determine whether the non-custodial parent is ordered to pay support, and how much s/he is ordered to pay. Attitudes of judges, district attorneys, and welfare officials, the skill of the non-custodial parent's lawyer, and the evidence of other financial obligations are often more influential than the ability of the non-custodial parent to pay child support.

In 1975, Congress created a federal child support program. It required each state to implement a program to collect child support on behalf of all children. The program is especially designed to help families receiving Aid to Families with Dependent Children (AFDC) and children not receiving AFDC, when at least one parent has left the child. The federal law required all counties to establish minimal program standards and greater uniformity of effort through each state. Collections in excess of $50 per month that are made on behalf of children receiving AFDC are used primarily to reimburse the state and federal governments for AFDC payments. Collections on behalf of children not receiving AFDC are paid to the custodial parent.

Child support enforcement program activities on behalf of any child with a non-custodial parent include the following:

- establishing paternity
- locating non-custodial parents
- obtaining court orders for support
- collecting support payments on behalf of the child(ren)
- enforcing support orders when there is failure to pay

Wisconsin is addressing current child support system inadequacies through initiatives included in the Child Support

Assurance System (CSAS). The CSAS reforms, which evolved from extensive study of welfare and child support programs in the late 1970s, include three important features:

I. Effective July, 1987, all child support orders must require that support be collected by income withholding. Employers will deduct the ordered amount from gross pay, just as they deduct social security payments, and send it to the county Clerk of the Court. This reform will ensure consistent and uniform payments as long as the non-custodial parent is employed.

II. Also effective July, 1987, all support orders must automatically be set at a pre-established percentage of gross income:

17 percent for one child
25 percent for two children
29 percent for three children
31 percent for four children
34 percent for five or more children

It is expected that income withholding and the percentage standard will help maintain the children's standard of living to more closely approximate the level it would have been with both parents in the home. Other states are beginning to model child support programs on these important reforms initiated by Wisconsin.

III. Implemention of the Child Support Supplement (CSS) is the third reform. The cornerstone of the Supplement concept is that both parents have a responsibility for financial support of their child(ren). Public funds for care of the child are only paid when parental contributions are insufficient. When the parental obligations are less than the assured support level, the publicly-funded supplement payment is sent to the custodial parent on behalf of the child.

Implementation of the Supplement will depend upon federal approval of the program plan. Once approved, the demonstration program will operate in selected counties until 1994. The Department of Health and Social Services has targeted July, 1987 as the starting date for a four-county pilot of the Supplement.*

Paternity questions will arise for those mothers who wish to apply for AFDC or Medicaid. Paternity is a separate issue from child custody, though it is often thought of as the same concept.

It is important for the welfare of the child that paternity be established whenever possible. However, in some circumstances when the safety of the mother and child are threatened, special considerations must be made. In cases involving incest or sexual assault or in which legal proceedings for adoption are pending, social services will not require that paternity be established.

Staff need to be prepared to help students with their decisions about the paternity issue and to discuss factors that may influence their decision whether or not to establish paternity. This is often a very sensitive issue for teenage mothers and can involve intense personal feelings that need to be acknowledged.

See the following section entitled Establishing Paternity for an explanation of how to establish paternity in Wisconsin. For more information on establishing paternity, contact your local or state Department of Health and Social Services Office of Child Custody. The following information outlines the procedures for establishing paternity in Wisconsin.

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*The above information on Child Support was excerpted with permission from Profile on the Economic Status of Wisconsin Women, written by Jacqueline Carr-Olson for the Wisconsin Women's Council, and the Robert M. LaFollette Institute of Public Affairs, Madison, Wisconsin, 1987. Copies are available by writing to the Wisconsin Women's Council, 30 East Mifflin Street, Suite 512, Madison, Wisconsin 53703.

ESTABLISHING PATERNITY

Barbara Snyder
Wisconsin Department of Health and Social Services
Office of Child Support
Madison, Wisconsin

In Wisconsin, children are no longer referred to as legitimate or illegitimate. They are either marital or nonmarital. Much of what occurs when a nonmarital child is born depends on whether or not the mother is receiving or will apply for Aid to Families with Dependent Children (AFDC) or Medical Assistance (MA).

A minor mother living with her parents will have her parents' income deemed available to her in determining eligibility for AFDC or MA and, in many cases, will be found eligible only if the entire family is eligible. Applying for and receiving AFDC or MA automatically assigns any support or medical reimbursement rights of the mother and child to the State of Wisconsin.

If the mother and child are not receiving AFDC and/or MA, the mother can apply for child support services from the county in which she lives. If necessary an attorney may be assigned to help establish parentage of the child and obtain a support order. If the mother does not know where the county child support agency is, that information generally is available from the county courthouse information desk or directory or from the county department of social/human services. The Wisconsin Resource Directory lists the Wisconsin County Child Support Agencies to contact to begin procedures to establish paternity.

If AFDC or MA is involved, the social/human services agency will refer the mother to the child support agency. The agency will contact her to schedule an appointment, unless the mother has claimed "good cause" for not cooperating. A mother can claim good cause for refusing to cooperate when she has reason to believe that cooperating will bring physical or emotional harm to her or her child; when the child was conceived as a result of incest or rape; or when adoption is pending or being considered.

The social/human services agency will explain and give the mother the opportunity to claim good cause at the time of application. That agency will evaluate the evidence and determine if good cause exists. If it does, the case will not be referred to the child support agency.

When referred, the mother is required to cooperate with the child support agency in establishing paternity and obtaining child support. "Cooperate" means:

- to provide information about herself, her child, and the father or possible fathers;
- to provide any documentation she may have that may tend to prove parentage;
- to appear as a witness at court hearings; and
- to make herself and her child available for blood tests if necessary.

The child support agency may contact the man named as the father prior to initiating a lawsuit. If he is willing to establish his paternity, and if the mother and father lived together at the time of conception, the parents can sign a form furnished by the Office of Vital Records and file it with them. Vital Records will issue a new birth record listing the father of the child. (This can also be done at the time of birth.) Once he is listed officially as the father, he has to bring a lawsuit to have himself declared not the father.

If a lawsuit is necessary, the child support agency will have the man who is named as the father served with a summons and petition. The summons will tell him that he is being sued and that he has the right to an attorney. It will also tell him where and when to appear to admit or deny that he is the father. At the first appearance, he will be informed of his and the child's rights and his responsibilities should he be found to be the father. He will also be informed of his defenses, his right to an attorney, and the availability of blood tests.

If he does not request blood tests at the initial appearance, the case then proceeds to a pre-trial hearing. Testimony may be taken then, or at a deposition before a court commissioner. Questions regarding the mother's sexual activities are limited to the period of time covering possible conception. If the alleged father intends to introduce evidence regarding the mother's possible sexual intercourse with another male, he must first submit to blood tests.

Blood testing has become sophisticated over the years, and can either exclude a male as the father or indicate a very high percentage of probability that he is the father. Tests include RCA (red blood cell), HLA (white blood cell), serum protein, and enzyme tests. While these tests, singly or in combination, cannot conclusively prove paternity, they can conclusively exclude a male or produce a better-than-99-percent chance that he is the father. The child must be at least six months old before the blood for these tests is drawn.

At any time during the course of the action, the parties can enter into an agreement. Many times, a high percentage blood test will result in the father agreeing to be adjudicated. If the case goes to trial, it will be heard by a jury unless the alleged father specifically waives his right to one. The mother will be required to testify, although the previously-mentioned restrictions regarding her sexual activities apply.

If the child weighed 5 1/2 pounds or more at birth, it is presumed by law to be a full-term child, and that conception took place between 240-300 days prior to birth. If a child weighs less than 5 1/2 pounds, the mother's doctor may have to testify about the probable time of conception, if the case goes to trial.

If the alleged father is found by the court to be the father, a separate hearing will be conducted to determine issues of child support, medical expenses, visitation, and custody. Custody is automatically awarded to the mother unless the court orders otherwise.

ADOPTION - A POSITIVE OPTION

Pam Odbert
Adoption Information Center
West Allis, Wisconsin

Adolescents experiencing an unplanned pregnancy lack accurate information needed in order to make a completely informed choice regarding the parenting of their child. Figures show that 1 in every 10 teen women (approximately 1.2 million) become pregnant each year. Out of those who decide to maintain their pregnancy, more than 95 percent will choose to parent their child, and less than 4 percent will choose to make an adoption plan. This is true in spite of the serious consequences most adolescents experience as a result of parenting: 8 out of 10 teen birthparents never finish high school; job opportunities are scarce for those without a high school diploma or job skills; most teenage marriages end in divorce; many will lead a life of permanent poverty and welfare dependency; teenage parents are at higher risk for being child abusers.

The misunderstandings that exist about adoption can create negative feelings which might influence a birthparent away from adoption and toward parenting, even though parenting may not be their option by choice but rather by default. A positive educational effort about adoption infused into the school curriculum can provide students with an awareness of the positive benefits adoption can offer someone experiencing an unplanned pregnancy. --There is the emotional security of knowing that a sound parenting choice has been made for the child; --there is also the comfort of knowing that the child is being given parents who are psychologically, emotionally, and financially prepared and willing to accept the challenges of parenthood; --adoption provides a birthparent with an opportunity to fulfill educational goals and to develop job skills; --perhaps most important, adoption offers a birthparent the opportunity to delay parenting until he/she is ready to be a parent.

Any educational effort about adoption should incorporate the use of positive terminology when discussing the adoption process. The following is a list of both positive and negative terms used commonly in discussing adoption. The list was developed by Marietta Spencer, Director of Post-Legal Adoption Services at Children's Home Society of Minnesota in 1980.

Positive	Negative
making an adoption for your child	giving away your child
arranging for an adoption finding a family to parent child	relinquishing your child putting your child up for adoption
placing the child in an adoptive home	giving your child up
birthmother or biological mother	real mother or natural mother
father of the baby or biological father	real father or natural father
birthparent or biological parent	real parent or natural parent
child by birth or biological child	my child or real child or natural child
adoptee or adopted person	adopted child (when speaking of an adult)
deciding to parent the child or parenting	keeping the child
child of unmarried parents	illegitimate child
meeting between birthparents and adopted adult	reunion
unplanned child	unwanted child

The following are a few examples of questions adolescents typically have about adoption. An instructor might anticipate such questions when discussing adoption as an option. Suggested answers that are honest, straightforward, and sensitive follow the questions.

Q. Do birthparents have any choice in selecting a family for their child?

A. Today there are many agencies that offer birthparents the opportunity to participate actively in selecting a family for their child.

Q. Isn't it cold and cruel to make an adoption plan?

A. No, making an adoption plan is a warm, loving, and unselfish act that the birthparent believes is in the best interest of their child.

Q. When a birthparent makes an adoption plan, does that mean they will never see or know anything about the child in the future?

A. No, there are some agencies that offer varying levels of openness in adoption which can lead to an agreement where the birthparent can be periodically informed about how the child is doing. Different agencies will have different policies on this.

Q. Will a birthparent ever be able to see the child when he/she is older?

A. Many states, including Wisconsin, have laws that will allow the birthparent and the adopted person to meet, providing they mutually agree and providing the adopted person has reached a specified adult age.

Q. Don't adoptees grow up having a lot of problems?

A. Not necessarily. Recent studies have indicated that most adoptees grow up with a healthy sense of self-esteem and without any more likelihood of psychopathology than a non-adoptee.

Q. Can adoptive parents love a child as much as the birthparents?

A. Yes, the ability to love a child has less to do with giving birth to a child and more to do with consistently and continuously nurturing a child.

Presenting the option of adoption in a positive manner as one of several family planning decisions a student might encounter provides the opportunity to explore adoption in a non-threatening environment before being confronted with it as a real life crisis. This will help afford a student a better opportunity to make an emotionally informed decision rather than just an emotional decision.

For additional information about adoption, including brochures and posters, contact:

Adoption Information Center
1212 South 70th Street
West Allis, Wisconsin 53214
1-800-522-6882

The Adoption Information Center is developing a statewide Speaker's Bureau. For more information on the Bureau call the toll-free number.

There is a videotape available entitled Adoption: An Option (15 minutes), which shares the experiences of six birthparents whose personal lives have been affected in a positive way by their decision to choose adoption. The videotape may be borrowed without charge through:

Human Services Information Center
317 Knutson Drive
Madison, Wisconsin 53704
(608) 266-1164

CONSIDERATIONS FOR PROGRAM DEVELOPMENT

Teen parents need multiple services to help them make their early transition from adolescence to adulthood and parenthood. The following services represent a wholistic approach to meeting these needs:

- health care (pre-natal, well-baby, nutrition, family planning);
- education, employment, and vocational training;
- training in parenting skills;
- pregnancy prevention information and resources;
- day care and transportation;
- emotional support and counseling, including development of self-esteem; and
- networking and advocacy with community based organizations and social service agencies.

No one program can meet all the needs of teen parents. Staff can help teens network with other appropriate programs and resources. They can also integrate components of community programs into a school program, if inter-agency cooperation is established and coordination is effective. Staff can also serve as advocates for students as they begin to work with agencies outside the educational system.

Model Program Components. Program developers for teen parents need to build into their program design activities which will target critical areas in educational programming. Specific components found in comprehensive model programs are:

- Outreach
- Intake/Orientation
- Personal Counseling
- Assessment and Testing
- Career and Educational Counseling
- Life Skills Development
- Education/Skills/Vocational Training
- Supportive Services
- Referrals
- Pre-Employment Preparation
- Job Development and Placement (including mentoring and job shadowing)
- Follow-Up

Successful programs have staff who are sensitive to and aware of their own verbal and nonverbal communication with students. Subtle negative messages can undermine a student's self-esteem. Positive reinforcement can help students build self-esteem. The most effective relationships between staff and students will foster positive growth. This requires a critical evaluation of personal attitudes and feelings with respect to individual students.

Students will most often meet the expectations of staff and others who are influential in their lives. If we expect students to be successful, they are more likely to succeed. The reverse is also true. Subtle verbal and nonverbal messages communicate our expectations. The more positively we feel about students and their outcomes, the better their chances are for doing well.

Programs designed to emphasize educational and vocational training help students enhance development of their skills. Vocational and educational emphasis can also motivate students to prevent subsequent pregnancies because they increase their options and help parents set goals. They come to understand themselves and develop a positive future orientation.

Education is one of the predictors of employment and wages. Lack of education generally leads to poverty and unemployment. Thus, completion of high school and post-secondary education or vocational training, development of self-esteem, and pregnancy prevention are key factors in changing the cycle of poverty associated with teenage parenting.

Program Characteristics. Teen parent programs must emphasize excellence in education to be effective, and successful programs exhibit these qualities. More specifically, the attributes of successful programs cluster within core areas and need to be incorporated into your program planning to serve as philosophical guidelines. These are:

THE STAFF:

- are informed and sensitive to the issues that affect teenage parents;
- have a positive approach and attitude to serving teens;
- are willing to advocate for teen parents;
- are aware of and sensitive to factors that are causing at-risk behaviors;
- develop linkages with business and private industry to provide job-related experiences;
- maintain an appropriate student/teacher ratio; and
- include whatever additional support personnel are needed for each program.

THE PROGRAM:

- gives academic credits for course participation;
- meets daily as part of the regular daily academic schedule;
- provides support to students on a continuing basis;
- has intervention and prevention strategies;

- promotes positive self-esteem;
- has a strong commitment to serving teen parents;
- has support of community-based organizations and resources;
- links and networks with other school programs and services and community agencies;
- helps develop academic and performance skills;
- helps develop behavioral and interpersonal skills; and
- has goals that are clearly defined, with a vision of success and future.

THE CURRICULUM:

- has clearly stated objectives for each task;
- uses curriculum materials appropriate for this audience;
- requires a democratic leadership style of the teacher and others;
- provides opportunities for encouraging creativity;
- encourages sound management of interpersonal relationships;
- uses a positive and motivational approach to problem-solving;
- uses instructional strategies that incorporate group activities; and
- emphasizes building self-esteem and a positive self-concept.

THE ENVIRONMENT:

- makes students feel welcome;
- is a positive, motivating stimulus;
- includes multi-cultural space and atmosphere;
- is organized and calming rather than chaotic and disruptive;
- provides personal space for students; and
- is conducive to teaching and learning.

Student Assessment. Assessment is an important component of teen parent programs. Linking with an assessment center whether in the school, in a community agency, or in a post-secondary institution can provide the necessary services. Students benefit from comprehensive assessments, though this is an area often overlooked.To make informed career choices, students need comprehensive personal and thorough vocational assessments. Staff can identify ways students can participate in comprehensive assessments to help them feel a sense of personal control over decision-making.

Assessment results can be used:

- as criteria for determining selection and placement in programs;
- to clarify areas where students need remedial work;
- to help students learn more about themselves and other career areas;

- to measure student progress; and
- to help design individualized programs.

The following assessment categories are suggested to guide staff in working with students. They include:

- basic skills
- self-esteem/self-confidence/motivation
- career interests/attitudes/aptitudes
- vocational learning styles
- vocational aptitudes, abilities, and skills
- prevocational and functional life skills
- need for support services and current involvement with other agencies or special programs
- world of work/economic reality testing
- employability/job readiness skills
- life work planning skills
- skills for overcoming sex role stereotyping and bias

Collectively, these assessment instruments comprise a "vocational assessment" -- they identify individual characteristics, education, training, and placement needs.

Career and occupational assessments can help teenage parents identify careers that are interesting to them. Assessment can also stimulate interest in a wider variety of careers including those considered to be nontraditional but have a higher wage potential.

Interest surveys and programs designed around interests and skills do little to expand the options teens perceive for themselves. Work experience programs can effectively expand career exploration. They allow students to try out and learn about different careers. Programs that include job shadowing introduce students to the world of work and give them an inside view and a more realistic picture of a particular career. This is one of the most effective ways to introduce students to career options.

Data Collection. Collecting information and data on program participants and program outcomes are important and often neglected. Data are valuable because they can provide staff with information about students' needs and how to modify programs to meet those needs. Data can also be used when requesting funding for continued program support.

If you are beginning a new program, you will need an intake form to use with each participant. Examples of the kinds of information you will want or need to collect are part of the sample form that follows. This form can be used as a guide to developing your own form. You may want to include other questions that address specific local needs or other issues.

You may not be able to ask all questions listed on the sample form during an intake interview. Some issues may change during the year and staff can change the data sheet accordingly. A follow-up interview at the end of each term is recommended to determine any changes in the participant's status.

This information is to help staff better meet the individual needs of participants. Strict rules of confidentiality should be followed to protect each individual's right to privacy.

SAMPLE

TEEN PARENT DATA SHEET

Note: The following information will be used by program staff only. Assurances of strict observance of participants right to privacy must be guaranteed. Participants may refuse to answer any questions.

Name ______________________

Address ____

District Name ___________________ **School Name** _____________

Contact Person ____________________________ **Phone** ________

Application Date __________________ **Enrollment Date** __________

Student Program Number _________

Date of Birth ___________________ **Age** ___________

Sex: __________ Female __________ Male

Race or Ethnic Group:

_______ American Indian
_______ Asian/Pacific Islander
_______ Black
_______ Hispanic
_______ White
_______ Other, specify _____________________________________

Limited English Proficient: _______ yes _______ no

Physical Handicap: _______ yes _______ no
If yes, nature of handicap _____________________________________

Exceptional Educational Needs: _______ yes _______ no

Marital Status:

_______ Single-Never Married
_______ Legally Separated
_______ Divorced
_______ Widowed
_______ Married

Applicant has custody of dependent (minor) children:

one child, age ________
two children, ages ________ and ________
three children ages ________, ________, and ________
four children ages ________, ________, ________, and ________
other: please describe number, ages, and names of children ________________
____

Custody:

________ sole custody
________ joint custody
________ other, please describe ________________________________

Household Status Code

Student and dependent children live with:

________ students' parent(s)
________ other relatives
________ foster parent
________ friends
________ alone
________ other, please describe ________________________________

________ number in household

Household Yearly Income:

________ Student Only Income
________ Child Support Payments Received
________ Total Household Income

Receiving Public Assistance:

Household ________ yes ________ no
Student ________ yes ________ no
Child only ________ yes ________ no

Support Services

Student needs the following support services:

____ child care ____ transportation ____ special guidance & counseling
____ remediation in basic skills ____ educational materials ____ career planning
____ other ____

Support services currently used by student:

____ family planning ____ Vocational Rehabilitation ____ Health & Social Services ____ religious organizations ____ medical services ____ community-based organizations (e.g., Urban League, Centro Hispano, Teen Parent Programs, etc.) ____ Service associations and organizations (Kiwanis, Rotary, Lions Club, Women's Professional Organizations) ____ Other ____________________

Educational Status

Current grade level:

____ 8 ____ 9 ____ 10 ____ 11 ____ 12 ____ other ____________________

________ Number of credits needed for graduation
________ Number of credits behind

Attendance:

How often has the student missed school due to pregnancy or parenting during current school year?
________ number of days/weeks?

How often is the student absent from school for any reason?
________ days/months

Alternative Educational Program Involvement:

The student has been involved in:

________ School Age Parent Program
________ Job Training Partnership Program
________ Alternative High School Program
________ Special Education Program

Career and Vocational Education

Vocational education courses completed. List all courses, or write "none."

Student Career/Job Goal? ____________________

Number of years student expects to work in the paid labor market? ________

Student currently has a job? ________ yes ________ no

Place of Employment: ____________________

Job title: ____________________

Wage: ____________________

Does this student plan to get training and further education after high school?

________ no
________ four-year college
________ vocational/technical school
________ military
________ other, please describe ____________________

This student has an:

________ Individualized Education and Employment Plan
________ job training plan
________ career plan
________ other ____________________

Optional

Student has been a victim of abuse:

_________ social
_________ sexual
_________ physical
_________ other ____

In student's environment, there are the following concerns/issues:

____ alcohol and other drug abuse
____ death
____ parents divorced/separated
____ unemployment or job displacement
____ poor nutrition
____ housing problems
____ critical illness
____ poverty
____ limited access to medical care
____ student ajudicated

USING THE CURRICULUM

The curriculum package for teen parents is a unique combination of resources including life skills development, pregnancy prevention and responsible sexual decision-making, career and vocational education, state and local resources, and role modeling videotapes as supplementary materials.

It is recommended that the Life Skills Workbook: A Guide to Personal Growth be used prior to the Career Planning Workbook: From Astronaut to Zoologist. This is because students need to build and develop those skills required for positive living before applying the information they acquire to career planning and decision-making concepts.

The Life Skills Workbook is accompanied by the video entitled Teenage Parents: Making It Work. The video follows one teen parent throughout a day and presents issues and examples of how she has worked things out. The teen mother in this video is a positive example of getting through school, gaining access to programs and services, and handling critical issues. She shows her experience of living alone and raising a child. For students who are parents, having successful role models as peers can be effective in their own process. The video can be used to generate class discussion of specific issues. It can also be used as an introduction to the Life Skills Workbook.

The Personal Choices-Personal Power Workbook accompanies Life Skills. It provides information and activities for pregnancy prevention and responsible sexual decision-making. It is strongly recommended that programs incorporate this workbook into the curriculum along with other family planning materials and guest speakers. Teenage parents are at high risk of subsequent pregnancy within the first two years after giving birth.

Personal Choices Workbook presents responsible decision-making activities around the areas of birth control, sexual rights and responsibilities, and consequences of subsequent childbearing. School program instructors are reminded that use of curriculum materials usually requires approval of the local school system.

The Career Planning Workbook is designed to raise the awareness of the need for economic self-sufficiency as single parents. It provides information on women in the workforce and the economic realities of the need to work. This workbook orients the user toward new concepts in career education and options. It presents issues concerning seeking and keeping a job, facts on women in the workforce, and the changing nature of the labor force. Knowledge of options is critical to this high risk group.

The Career Planning Workbook is accompanied by the video Breaking Out: Career Choices for Teenage Parents. The video presents women in nontraditional/higher wage jobs, some of whom were teenage parents. It includes women at different life stages, i.e., as teenage parents in high school, a college student who was a teen parent, and adult women who have made choices and are successful in their careers.

Issues such as child care, the importance of a strong support network, and why it's important to make career decisions are emphasized. Examples of different kinds of careers are presented to orient the students towards a broader base of choices. Staff may want to use this video to introduce the Career Planning Workbook and the concept of Higher Wage Occupations.

The Wisconsin Resource Directory for Single Parents accompanies the Kit to build awareness of educational, social services, and advocacy agencies. Staff are encouraged to include use of this resource as a class exercise so students learn how to identify and use existing resources. Teaching students to become their own best advocates will encourage them towards independence and assertive behaviors.

Teen parents often lack knowledge and awareness of these kinds of programs as well as the communicaiton skills and assertiveness to contact agencies for information services. It is strongly recommended that staff help students identify needs for services and role play agency contacts. Students need to learn to make their own contacts and and how to do follow-up. Using priority exercies and identifying basic needs which can be met through agency resources students will learn how to access and utilize existing resources.

Staff can begin by helping students identify and clarify desired outcomes and learn to set goals before making contact with an agency. Group activites focusing on agency utilization encourages discussion and cmmunication tips to use when working with the various agencies.

Many of the state operated agencies providing resources to single parents have complex mechanisms for data collection before services can be provided. Students can be best prepared to handle these complexities if information and experiences relating to procedures are shared in the classroom.

Staff may wish to invite personnel from various agencies to the class to provide additional insights and tips to students.

Contacts made with agency personnel can effectively aid students in their approach accessing services.

Staff are strongly advised to help students use the Directory to identify appropriate services and resources. Familiarity with available resources can help students become independent in seeking assistance.

The format and design of the curriculum materials provide flexibility for staff and students in terms of organization and structure based on the needs of the students. Staff can determine these needs through use of the assessment and address first those that are most immediate. The units are ordered so that the most personal information (such as support network and self-awareness) comes first. However, this order may not be the best for your group, depending on how comfortable students are in discussing themselves. Staff will need to rely on their own best judgement and experience as to which order of the units will best accommodate class needs.

Using Group Discussion. Studies show that active student participation through group discussion best meets the cognitive style of female students. For this reason, staff are encouraged to use this method of class teaching.

Group discussion is a critical process when using this curriculum. Because the issues are sensitive and personal and because of a great need on the part of teen parents to discuss their own barriers and problems, the group discussion process facilitates communication and builds trust between students and instructor. The class becomes a support group for students who have similar needs and concerns.

Many things will influence the climate of a group. The emotional climate within the group is an important concern. Trust, respect, clear lines of communication, honesty of feelings, and clearly stated perceptions contribute to a comfortable environment for discussion.

For additional help in facilitating group discussion, see the Appendix in this User Guide which includes indepth tips on how to create a climate for positive communication. See the section entitled **Group Process**.

Adapting the curriculum. This user guide is for staff working with teen parents to help identify specific student needs and to provide or recommend appropriate resources and activities. Additional needs of students will develop throughout the term and will require staff to tap into other resources. It is expected that staff will incorporate additional materials when needed. The bibliography at the end of this Guide has an extensive list of recommended resources and supplementary readings.

A note of caution, however, when choosing other resources. Because teenage parents have special needs different from other students, we cannot expect that all available curriculum materials are relevant to them. Critical judgement is required when choosing curriculum materials for any audience with special needs.

It is recommended that staff consider the final outcome of a curriculum activity or resource in the context of the audience served. If curriculum materials are written to solicit information from students, it may have a negative impact, depending upon the type of audience. Materials written for a white, middle class, suburban audience may not be effective or appropriate for another group of teenage parents, depending on the expected outcome of the activity. For example, using activities that focus on "traditional" family characteristics may be inappropriate for a group that has already demonstrated an "nontraditonal" lifestyle path.

Each program using the curriculum will have its own, unique needs. Programs serving teen parents in rural areas will have issues that differ from those of urban programs. For example, public transportation is readily available in cities, but in rural settings there is no easy way to link the long distances between service providers, schools, child care, etc. Situations in which racial or cultural differences may produce negative activity outcomes should be avoided at all costs. Staff will need to omit information that is not relevant and supplement it with alternative resources that apply to that setting.

Curriculum Pilot-Test. The curriculum was pilot-tested in teen parent programs at school sites throughout Wisconsin. The following schools participated in the pilot test:

Beloit Memorial High School, Beloit (urban)
Hudson Alternative School, Hudson (rural)
Milwaukee Spectrum, Inc., Milwaukee (inner city)
Racine District Assessment Center, Racine (urban)
Reuther Alternative High School, Kenosha (urban)
River Falls Alternative Program, River Falls (rural)

The following matrix describes the pilot sites. It also describes how the curriculum was used and provides the following information:

- community demographics
- type of school
- students recruitment methods
- structure of the classes
- population served
- number of students in each class
- supplementary materials used
- recommendations for most effective use of curriculum materials

PILOT SITE DESCRIPTIONS

	MILWAUKEE SPECTRUM, INC. Milwaukee, WI	REUTHER ALTERNATIVE H.S. Kenosha, WI	BELOIT MEMORIAL H.S. Beloit, WI
Community Demographics	urban, high level of AFDC; low socio-economic class; 35% black, 5% Hispanic, 10% white;	urban; wide desparity between rich and poor sectors in the community; high unemployment due to auto plant layoffs; high number of students are AFDC recipients; poor areas are psychologically depressed	urban, 12-15% minority, mid-low income; blue collar, high number of students are AFDC recipients
School-Student Characteristics	inner city, high risk, nontraditional students; alternative school provides smaller school setting; all population in age group 16-21	pilot class of 17 students: 7 blacks, 10 whites; alternative school; student chooses to be there; must sign contract with school and parents; student has been unsuccessful in other school settings; all females in pilot class; on-site infant lab for day care for limited number of students	public high school; 1400 students: approximately 14% minority (90% of those are black, 10% are Asian); program is independent of district's alternative program; twelve teen parents in program; day care funding provided to limited number of students
Curriculum Users	40-45 students; 35% teens are parents, 100% are at-risk; basic skills program, high school diploma, no GED program	27 teen parents enrolled in program; 17 used entire curriculum; 10 persons used selected parts; used selected sections with GED program	All twelve teen parents used curriculum; one is using the kit for independent study; many are considered at-risk;
Recruitment Strategies	direct referral from teachers and counselors; school administrators; juvenile justice system; word of mouth	referrals from high school nurses, SAPAR program, word of mouth, community contacts	work closely with SAM program; offered to all students; students are best source of recruiting;

Class Time & Structure

Milwaukee continued	Kenosha continued	Beloit continued
Meet daily, Sept-June; no summer program; curriculum used daily; no homework; class participation only	Ten-week quarter system; curriculum used daily; field trips, speakers, homework; often condensed material because of time constraints	Takes two semesters: one semester is Life Management, one semester is Career Planning; meets daily for 1 hour

Supplemental Materials Used

Kit often used to introduce topics; supplementary texts, used speakers, and audio-visual aids	Speakers; used additional materials with stress management section	Choices and Challenges, The Workbook how to keep a job; Career World Magazine; newspaper articles; The Change and the Changing

Comments on Best Uses

Best when introduced at beginning of year; used career section heavily based on student's request for career education	Quarter is not enough time; suggest semester or year; may offer two separate classes in fall, using one section for each class	

	RACINE DISTRICT ASSESSMENT CENTER	**HUDSON ALTERNATIVE H.S.**
Community Demographics	**Racine, WI** urban, population approx. 100,000, low to mid socio-economic; high number of AFDC recipients	**Hudson, WI** suburb of Minneapolis-St. Paul area; population approx. 6,000 includes low-income AFDC recipients, farmers, & commuters
School-Student Characteristics	School-Age Parent Program; alternative school; participation optional; students are all female; aged 14-21, six are white, 10 black, 3 Hispanic, all at-risk	Public school; 4-hour alternative evening class; age 15-18, all white women
Curriculum Users	Nineteen teen parents, coordinate with Kenosha Unified School District and Vocational Technical School; class has a work component and day care facility	Nine students total, 5 attend regularly; all are at-risk teen mothers
Recruitment Strategies	Six-year-old program; well known in the community; referrals from parents, schools, hospital; reporting form used for all pregnant teens	Director of alternative program, school nurse, school guidance counselor
Class Time & Structure	Used one semester; limited homework assignments; use Kit daily; semester broken into quarters with curricular units each quarter	School year Sept-June; class meets once a week for four hours at a time; limited homework assignments

Supplemental Materials Used

Racine continued	**Hudson continued**
Choices program; newspaper used with employability skills; Janus Book Publishers, employability skills, Life Options Program through Planned Parenthood	Hudson Memorial Hospital Child Education Association materials; instructor's own materials on child development

Comments on Best Uses

Classroom situation at District Assessment Center is difficult to structure because students enter program throughout the year; use materials daily with occasional supplemental units	Used Kit each week and put together with a folder of other materials to be used for class

Participants using the materials were young women. Most were parents; some were pregnant; others were neither pregnant nor parenting but were at-risk for school failure and behavioral problems. Teen fathers did not participate in these pilot programs for reasons that follow:

- Programs for teen parents funded by the Carl Perkins Act require that participants have custody or joint custody of the child in order to be served. All parents in the pilot programs having custody were mothers.
- Milwaukee Spectrum, Inc., serves young women only;
- Some of the teen fathers knew of the programs and did not attend but were supportive of their partners attending;
- Often the fathers are older than the young women and are not attending school, or do not have custody of the children;
- All too often the reality is that the primary responsibility for child rearing is placed on the mother;
- Fathers often are not identified by schools as "at-risk" students;
- There are complex social issues involved in serving teen mothers and fathers in the same program;
- Young women are often unwilling to identify fathers because of legal custody reasons;
- Welfare policies make it difficult for men to take full responsibility for parenting.

Programs used the curriculum for varying periods of time, from six weeks to a full academic year. Students and staff were asked to fill out evaluation sheets upon completing each unit.

The section "Using the Curriculum" includes evaluation information in the form of staff and student comments. Data were collected from responses to selected activities. Some of the information from the responses along with expressed staff needs for information on how to best serve teenage parents, forms the basis for this Staff User Guide.

CURRICULAR CONCEPTS

The information with this section focuses on each of the three student curricula and the units as they appear in the workbooks. The intention is to provide insights and concrete suggestions for classroom decision-making to allow the maximum use of these resources. Input from staff and students who participated in the pilot test of the curriculum package has been incorportated into the discussions of the units to serve as guidelines for implementation.

Each unit within the individual workbooks is discussed in a structured format using the following elements:

Curricular Concept: Title of unit.
Rationale: Why this unit is included.
Student Activities: Lists each activity in the unit and, when available.
Approximate Time: Suggest the amount of time staff used to complete this particular unit.
Student Comments: Presents reactions from students taken from the student evaluation sheets during the pilot test.
Staff Comments: Taken from staff evaluation sheets for the pilot test. Provides suggestions, when available, for how they used the materials and supplementary activities.

Life Skills Workbook

Purpose and Goals. The overall purpose of this workbook is for students to develop the necessary skills for effectively balancing the dual roles of parent and provider. The goals associated with this purpose are defined as the topic areas covered in the workbook.

These particular topics were selected because they are essential to personality and maturity development as well as to needs of parents. The topic choices are not all-inclusive but are considered critical areas of skills development associated with teens who are parents and must make a rapid transition to adulthood.

Philosophical Points of Reference. The following considerations are some of the philosophical points which influenced the development of this workbook:

- presentation emphasizes positive, upbeat tone avoiding negative failure messages and providing a "you can do it" attitude;

- special at-risk population--what are the special needs and considerations of teens who are parents;

- emphasis on self-awareness/esteem (concept is difficult to teach, trying to change a person's negative attitude about her/himself is complex and abstract);

- curricular topics are based on research of teen parent needs demonstrated in national and state reviews of the literature and interviews with teenage parents;

- does not include such topics as parenting skills, nutrition, health. Emphasis is on topics stipulated by the funding source, the Carl Perkins Act, which stresses skills for employment. There are other curricula available for skills in parenting and nutrition.

CURRICULAR CONCEPT: ASSESSMENT

RATIONALE:

Staff need to identify specific needs of students before using the curriculum to establish the class level and individual knowledge of topics. The Assessment can be used to organize and plan the sequence of topics for the class. It can orient the instructor/class to a particular direction. Staff can use other assessment tools to supplement this one. Using additional tools will provide instructor and student with a well-defined base of skills and needs with which to work. It helps the student by raising their awareness of specific issues they need to address. It also relates concepts that may not have previously been obvious to the student. Making these connections can direct a student toward goal-setting and better choices for the future.

Other assessment areas to consider that are usually available within the school setting are:

- Basic skills
- Self-esteem/self-confidence/motivation
- Career interests/attitudes/aptitudes
- Need for support services and current involvement with other agencies or special programs
- World of work/economic reality testing
- Employability/job readiness skills
- Vocational skills and aptitudes
- Life/work planning skills
- Skills for overcoming role stereotyping and bias

STUDENT ACTIVITIES: None

APPROXIMATE TIME: 1 class period

STAFF COMMENTS:

Because of the age and lower ability of my students I needed to read each statement and give an example or elaborate...Students are so young they may not have thought of how they were going to support themselves...This is a good tool to make them start thinking about the topics...Can students be honest enough with themselves to answer the questions honestly?...Gave specific situations...Some students commented on their personal experiences as well.

CURRICULAR CONCEPT: SKILLS TO BALANCE ROLE OF PARENT AND PROVIDER

RATIONALE:

Students who are parenting teenagers identified the need to learn necessary skills to balance their roles of parents and providers with their roles as students. Information in this section identifies skills and orients the student to curriculum topics addressing this need.

STUDENT ACTIVITIES: None

APPROXIMATE TIME: 1 class period.

STAFF COMMENTS:

Students underlined those items they felt they needed help with.

CURRICULAR CONCEPT: NETWORK OF SUPPORT AND SETTING PRIORITIES

RATIONALE:

Teen parents report feelings of loneliness, isolation, and a feeling of being overwhelmed with responsibility. These feelings often lead to depression. Program staff provide significant support to students and can help them further develop and identify existing support persons outside of the program. This network can help alleviate the isolation and loneliness as well as help with child care responsibilities.

Activities help students identify those people and organizations around them before they are needed. They stress learning to set priorities, planning, and decision-making skills.

Staff can use student responses to plan the term and as a means of organizing and structuring the class. Review of the activity sheets will provide additional information about the students and their needs so staff can more effectively respond to them.

The pilot test of these activities demonstrated that teens knew how to identify their needs but lacked information and skills on getting those needs met. The activities in this unit can alert staff to better understand and respond to student needs.

STUDENT ACTIVITIES:

Name your support network
Prioritize your needs

APPROXIMATE TIME: 4 class periods.

STUDENT COMMENTS:

These exercises help to relieve some of the anxieties of being a parent, of not knowing what to do next, and feeling out of control.

Students reported having the following needs:
- day care
- learn how to manage money
- learn how to plan for the week and manage time
- learn how to make decisions and have confidence in the decisions they make
- a support network
- transportation
- career options/choices
- information on planning for job/work
- financial assistance
- to finish school
- patience, time, and parenting skills

STAFF COMMENTS AND SUGGESTIONS:

Customize for local community...future classes can update community resources...Also had them include Fire, Police, Rescue Squad, Poison Center and doctor on top of the sheet...Staff can provide students with a list of resources... (After they have completed this exercise)...Students don't recognize initially the importance of this exercise...Staff need to emphasize relevance...As the class progresses staff may want to add to the Network of Support list...Staff may want to keep a copy of each student's "Support Network" to refer in case of emergencies or for followups.

CURRICULAR CONCEPT: SELF-AWARENESS AND SELF-ESTEEM

RATIONALE:

The greatest predictor of success is a person's self-concept of their ability to function competently. It is not I.Q. or grades. A primary factor affecting teen parents is that they very often have a low self-concept, lack self-awareness and self-esteem. These characteristics influence every decision they make. Improved self-esteem and increased self-awareness will help students make appropriate and realistic decisions for their careers and futures. In learning to make realistic choices students build their levels of competence. Methods for building self-esteem include:

- providing opportunities for students to achieve and experience success;
- helping students set daily and weekly goals that are attainable, and
- helping students work through self-assessments to give them a sense that they do have competencies.

The activities in this unit build on these methods and include some of the fundamental components of the curriculum.

STUDENT ACTIVITIES:

My life as a teen parent
Things I need to succeed in life
Advice to other teen parents
A description of myself
The future
Things in which I Am interested
Things I've done that give me pride in myself
Things I'd like to do in the future
My strengths--the things I'm good at
My daily journal
My dream journal

APPROXIMATE TIME: 12 class periods.

STUDENT COMMENTS:

Activities in this unit are easy because most come from your own mind...Would like more discussion about future plans before doing the exercise.

STAFF COMMENTS:

Looked at the positive side of parenting and shared this information on the board...Students wrote on their sheets things that are good for them...Divided Things I Need To Succeed in Life into two columns (parent column, person column)...For "Advice to Other Teens" asked students to comment on responsibilities of parenting; encouraged them to think about their own decisions about parenting...For "The Future" sheet had students write on top of paper how old they would be in 5 years...For "My Daily Journal" made copies and had them available for students to use every class day...Took time at the beginning of each class to have students write one paragraph about themselves and one paragraph about their child...Kept on file a journal for each student to help me know how they're doing.

CURRICULAR CONCEPT: WHAT'S IMPORTANT TO ME

RATIONALE:

Teen parents often lack knowledge of their values and how their lives are influenced by them. Identifying their values helps students make better decisions based on what is important to them.

Activities help students make the connection between their values and what they want to do for a career. Students are asked to relate their own values to those of the work world to prepare them for thinking about career choices.

STUDENT ACTIVITIES:

What's important to me
Summarize your values
Career/work values
Values worksheet

APPROXIMATE TIME: 5 class periods.

STUDENT COMMENTS:

Maybe we should have talked about why things are so important and how they help us set our priorities and goals...The activities helped me to put my values in order...It was interesting because some of these things I have never thought about...People can realize what they think is important and see what needs to be done to help them find a career or make choices about their lives and futures.

STAFF COMMENTS:

Do a preliminary value exercise to get them "in the mood"...Students may require more explanation of values...Class discussion is advised to develop a class definition...Many students knew what was important to them but few had categorized them in any particular direction...Related values to long-term goals.

CURRICULAR CONCEPT: COMMUNICATION

RATIONALE:

Teen parents need to build effective communication skills and develop an understanding of how communication influences their lives. Communication and assertiveness are related. Teen parents often lack assertive communication and behavior skills, which can lead to their victimization. Activities help students understand verbal and nonverbal communication, passive, aggressive and assertive behaviors, and communication styles. Tips for communicating effectively identify basic components of effective communication. The importance of listening as a communication style is raised to increase an awareness of the need to interpret nonverbal actions and responses.

STUDENT ACTIVITIES:

Nonverbal body responses to feelings
Nonverbal responses to situations or events
Actions that communicate you're listening or not listening
How do you communicate? Describe how you communicate with others. What's your style?

APPROXIMATE TIME: 7 class periods

STUDENT COMMENTS:

I think everyone should learn good communication--not everyone communicates well...The exercises help us learn how we communicate with others...The activities made me learn that I can be more open with my thoughts...It's nice to know that I can and do like to communicate with others so I don't have to be alone and will know what's going on around me...This section explains well how to communicate so other people can understand what you're saying without having to hurt someone.

STAFF COMMENTS:

Used lecture, role playing, and observation...Had students demonstrate examples of communication styles...This unit requires class discussion and group activities...Cartoons are helpful with this unit to help understand and incorporate concepts...Presented sequences as activity, lecture, modeling, practice and audio-visual materials...Used a guest speaker who teaches assertiveness training...After each explanation have students respond to check their comprehension...Used reinforcement activities with the Tips for Communicating as class discussion.

CURRICULAR CONCEPT: MAKING DECISIONS

RATIONALE:

Teen parents need to understand the process of decision-making and to develop a structure for identifying options and approaches to solving problems. They need to know how to consider the probable outcome before making a decision.

Activities teach a process for making decisions that can be applied to both Life Management and Career Planning sections of the curriculum. The process is applied to the student's experience through use of their own personal examples. It enables students to learn a system for making decisions, to practice using the system, and helps students begin to recognize obstacles in decision making. It helps to build student confidence in decision-making while building decision-making skills.

The process has four steps: 1) exploring feelings about decisions; 2) reinforcing that we all have to make decisions; 3) presents a process to use in decision-making, and 4) provides opportunities to practice the process.

STUDENT ACTIVITIES:

How do you feel about making decisions?
A decision-making exercise

APPROXIMATE TIME: 5 class periods.

STUDENT COMMENTS:

I would like to know more or different ways to make decisions...It helped me make a decision that I have been stuck on...I needed to spend more time on it...I would have liked more explanation about decision making...It was good to realize the kinds of decisions we make each day...Making decisions is something I don't take very seriously...I liked working with the sheets...A few more exercises would be good...Decision making is hard for me and now I know how I can make it easier...It helped me organize myself...I liked the 10-step evaluation...

STAFF COMMENTS:

Used brainstorming and experience sharing as a group process to raise issues of decision-making and the importance of carefully thinking things through...Had students share problems and suggestions for solutions...The more discussion, the closer the group got...Used case studies so students could use the process to solve examples of decisions first and then do their own...The break down on the decision sheets worked well...We read the introduction together, did the first activity as a discussion exercise...Discussed different methods, presented the 10 steps and students did the exercise with assistance...Supplemented with a film on decision-making...Used graphics or cartoons of the steps as a stairway with each step as one of the 10 ways to make a decision written under the step... Put a drawing on the blackboard of the 10 steps (as a stairway) to help students visualize the step-by-step process.

CURRICULAR CONCEPT: STRESS MANAGEMENT

RATIONALE:

Teen parents experience heavy stress due to the significant pressure of being an adolescent while parenting. They are at high risk for becoming child abusers. There is a direct relationship between the level of stress and feelings of anger and frustration. Learning how to recognize stress and to manage it are preventive methods for reducing at-risk behaviors such as child abuse, losing control and misdirecting anger.

After a definition of stress, students are asked to identify the stress factors in their lives. In this unit they explore techniques of coping with stress that work for them. Methods presented are taking time out, meditation, exercise, and the relationship between diet and stress.

STUDENT ACTIVITIES:

Identify stressful situations
What are your stress symptoms?
How do you manage your stress?

APPROXIMATE TIME: 5 class periods.

STUDENT COMMENTS:

I would include a part where you sit or lie on the floor and listen to quiet music and relax your muscles...I have headaches, yell, and am uptight a lot...This section will help me with that...It was good to talk about it...Stress is sometimes very hard to explain and understand.

STAFF COMMENTS:

Students gave examples of three ways people handle stress. They discussed food (especially sugar, salt, caffeine) and the importance of a healthy diet...Identifying stressful situations zeroed in on Pre-Menstrual Syndrome--found this to be a problem with these students--the discussion of PMS was particularly valid...Many of these students handle stress in violent ways...Used additional exercises on the techniques of handling stress...Then used relaxation poems, a darkened room, music, relaxation tapes...Students "ate it up" and asked for more...This section was an opportunity for positive reinforcement and as a lead-in for discussion on adaptive and maladaptive techniques and their consequences...Supplemented with a stressors worksheet, a stress text, and relaxation tapes...Got into it more with a GED class who tend to have more stress, i.e., returning students on their own with toddlers instead of infants.

CURRICULAR CONCEPT: TIME MANAGEMENT

RATIONALE:

Teen parents indicated they lacked skills for managing their time effectively and organizing their days to accomplish the necessary tasks of parent, student, and often part-time wage-earner.

This unit helps students set priorities for tasks and structure time by planning ahead. Students list daily activities and plan their time accordingly. The concept of body rhythms is introduced to orient the student to internal energy cycles that affect the completion of tasks. Tips for managing time are provided to increase the student's awareness of how s/he can plan.

STUDENT ACTIVITIES:

Daily activities and times
My daily "to do" list
My body rhythm energy cycle

APPROXIMATE TIME: 4 class periods.

STUDENT COMMENTS:

I thought it was good for us to learn about managing our time...The activities are definitely geared to the ability of the student...It was easy to read and to understand.

STAFF COMMENTS:

Begin with a warm-up having students write down everything they did in the morning...Compare with parenting and pregnant schedules...Write job lists for the weekend...It amazed me how some students felt they had nothing to do during the weekend...Supplemented with additional activities...This unit should be done early in the term because it can help students prioritize and set goals...Use to check values against ways they spend time...Can also use a "priority pie" as an additional graphic to show how people spend their time.

CURRICULAR CONCEPT: BALANCING A BUDGET

RATIONALE:

Teens who are parents have expressed a lack of knowledge of the long-term costs of raising a family. They are at high risk for poverty and AFDC dependency if they don't set goals and plan realistically for the future.

This unit introduces the concept of budgeting and relates income needs to career choices. Students are asked to realistically determine their budget needs and think about the future when they will be economically independent.

STUDENT ACTIVITIES:

What will your life be like in 5 years?
Budgeting for an AFDC income
A budget estimate
Sample Monthly Budget for Two People
Approximately 3 days

STUDENT COMMENTS:

Before doing this unit I didn't realize how much it would cost to live on my own...Writing out the costs helped me to see them clearly...It is helpful for when I am independent of my parents.

APPROXIMATE TIME: 6 class periods.

STAFF COMMENTS:

Showed the difference between when you plan and when you don't...Had class discussion about relating income to career...Introducted the notion of higher wage and why it is important to budgeting...Divided students into small groups--students living independently did current budgets and advised other students on basic costs for phone, etc. Other students found ads for apts./houses, etc. We averaged and compared results of groups...Results provided a great contrast between AFDC budget/lifestyle and the lifestyle the students would like to have...They were amazed at the amount of money they needed especially when compared to jobs and incomes...We looked at how much they'd need to clear and the kinds of jobs that would provide this income...It helped to make this a game linking career and lifestyle and then having them make choices...Good idea to look at budgeting and lifestyle before introducing occupations.

CURRICULAR CONCEPT: INFORMATION ON CHILD CARE

RATIONALE:

The need for day care for the children of working parents has greatly increased over the past 20 years and is expected to continue into the 1990s. More women are entering the work force than ever before and remaining at work during their childrearing years. For many single parents with small children, child care services enabling the parent to work are a necessity.

Placing a child in day care is often emotionally difficult for a parent. Feelings of wanting to be with the child and feelings of guilt for having someone else take care of the child can affect a parent's attitude about day care. Knowing what to look for in choosing a provider can help to alleviate the anxieties a parent faces. It can help a parent make sound decisions about the kind of day care s/he may choose.

This unit addresses factors concerning resources for child care. It provides a summary of items to consider about the caregiver, the needs of children at different stages of development, and what a center should provide. Students initially clarify available resources for child care to discern their needs for placing the child in day care.

STUDENT ACTIVITIES:

What are your resources for child care?
Alternative child care resources

APPROXIMATE TIME: 5 class periods.

STUDENT COMMENTS:

This unit helped me know what to look for in day care...I hadn't thought about the different things presented in this section...I know how to choose a day care and why it's important to choose carefully.

STAFF COMMENTS:

Students lacked informtion on child care...The activities helped them focus on their needs for day care...The unit helped clarify future needs for when they will be living independently.

CURRICULAR CONCEPT: INFORMATION AND RESOURCES ON CHILD ABUSE AND NEGLECT

RATIONALE:

Teen parents are at high risk for parenting failure, including child abuse and neglect, and adverse psychosocial and cognitive outcomes in their children due to the following factors:

- lack of their own maturity,
- being an adolescent parent,
- socioeconomic stressors,
- isolation,
- the nature of their relationship with the child's father, lack of social support from partners, friends, and family members.

This unit raises the issues surrounding child abuse and describes warning signs. Factors causing child abuse within the family are presented to increase the awareness of potentially abusive situations. Students check feelings they may have experienced that can lead to abuse in order to sensitize them to their own potential for child abuse.

Anger is discussed along with tips for resolving conflict. The importance of listening to your child and techniques for effective communication in stressful situations are mentioned. Signs of child abuse and neglect are listed in terms of physical and emotional abuse and neglect.

In addition to child abuse, sexual abuse is discussed in terms of awareness and prevention. Methods for solving problems relating to sexual abuse are described along with an activity to list local contacts and resources. Prevention of sexual abuse includes both behavioral and physical warning signs to watch out for.

STUDENT ACTIVITIES:

Some factors leading to abuse
Appropriate ways to express anger to a child
Inappropriate ways to express anger
An example of a situation that could lead to abuse
Contact people and phone numbers of local resources for child abuse and neglect.

APPROXIMATE TIME: 6 class periods.

STUDENT COMMENTS:

I understood how I raise my child the same way my parents raised me...There are things I want to change in the way I am raising my daughter...This section helped me know the signs of child abuse.

STAFF COMMENTS:

Had an expert on child abuse come to the class...Students were open and candid in their discussions...Related parenting styles of their parents to their own styles to suggest how cycles perpetrate and how to prevent their continuing to the next generation...Emphasized personal responsibility and choices in parent styles and related them to the importance of behavior outcomes in children.

PERSONAL CHOICES-PERSONAL POWER WORKBOOK

Purpose and Goals. The purpose and goals of this Workbook are to raise the awareness of personal responsibility in decisions relating to sexual behavior. Informed decisions can best be made in an atmosphere where a person feels control over her or his life. The more aware an individual is about herself and her sexuality the more likely she will feel in control and be able to make better decisions about sexual behavior. This Workbook is designed to present some basic information about considerations that play an important role in sexual behavior. These concepts represent a wholistic approach to pregnancy prevention and sexuality.

Methods of birth control are presented as one aspect of responsible sexual behavior. Staff need to emphasize the importance of delayed gratification while at the same time acknowledging the difficulty in spontaneous moments of intimacy when self-control is necessary.

The Workbook orients the student to thinking of consequences and future goals. It is written for teens who are currently parenting but can be used with students who have not yet had a pregnancy. For those who have not experienced pregnancy emphasis can be geared toward the reality of being a parent and teenager using the same exercises as those who are parenting.

Staff are encouraged to emphasize the personal need for relationship and intimacy for most people and that it is important not to deny this human need. However, given the changes adolescents experience in their development and the impact of early childbearing, delayed sexual activity or use of effective birth control are essential.

Review the Workbook carefully to determine if it meets the needs of your students. Some of the information may seem controversial. However, the fact that students are already parening indicates strongly the need to prevent subsequent childbirth until a later time. Seventeen percent of teenagers who give birth become pregnant again within 1 year. The odds are significant that teens who are parents are sexually active. Prevention is one key source of building personal strength and responsibility.

Philosophical Points of Reference

The points of reference in this Workbook include:

- the importance of recognizing the need for relationship and not denying basic human needs;
- the need to teach responsibility for self and others within the context of a sexual relationship;
- birth control methods and how to use them;
- the need for using effective birth control if sexually active and how it demonstrates personal responsibility and care of self;
- responsible sexual decision-making is put in the context of the future impact on one's life and that of the child;
- a definition and expanation of sexually transmitted diseases and how to prevent them as part of sexual responsibility;
- the importance of knowing the dangers of Acquired Immunodificiency Syndrome (AIDS) and prevention techniques.

Students who are parents often feel strongly about pregnancy prevention. It may be that this topic brings up issues they would rather not deal with because they are suffering the consequences of their lack of willingness to use or their lack of knowledge about effective prevention methods. Staff need to be aware of the range of reactions that may result in class discussions concerning responsibility and birth control.

It is recommended that a representative from Planned Parenthood or an equivalent pregnancy prevention agency be invited as a guest speaker. The school nurse may be a resource for presenting this topic effectively.

Class discussion is very effective for raising the issues and clarifying values. Role playing can be effective for helping students feel more comfortable with asking for birth control and for dealing with pressure lines and responses to situations that can lead to unprotected intercourse.

RATIONALE:

Teen parents are at high risk for subsequent pregnancies. Seventeen percent get pregnant again within the first year after having a baby, 33 percent after two years. Teens who are sexually active need information on birth control, sexual decision-making, sexual responsibilities, current findings on sexually transmittable diseases, options to consider if pregnant, and how to seek and ask for information and resources from community agencies providing pregnancy testing and counseling/referral.

It is important to emphasize shared responsibility for birth control, to question why the onus of responsibility rests with the woman, to learn how to initiate conversation about using birth control, to consider delayed sexual gratification, and the need to think about the consequences of pregnancy. Relate to the students' own experience and how having a child has changed their lives. Discuss the nature of love, what it means, acknowledging that this human need is normal and healthy. It is important to convey the idea that there may be confusion between love and sex. Students need to question real needs and the desired outcomes for the relationships?

STUDENT ACTIVITIES:

What would having another child mean to my life?
Imagine yourself in five years with two children
What are your feelings about adoption?
What are your feelings about marriage?
What are your feelings about abortion?
Review of sexual rights and responsibilities
A guide to sexual decision-making to help you think before you act

APPROXIMATE TIME: 14 class periods to complete the Workbook.

STUDENT COMMENTS:

Before using this workbook I didn't know about the different kinds of birth control or how they were used...The workbook helped me know how to use it...It helped to think about what would happen if I got pregnant again...This is an important workbook.

STAFF COMMENTS:

We got into a great discussion about pregnancy prevention...Parents who already had two kids presented a "mixed bag" of information...Had to become assertive on issues of adoption/abortion...Students attitudes were narrow and conservative...Had a close, intimate, round-up discussion...We kept going for additional days...Students got very involved with this unit...There was a high level of interest...Lots of questions...Discussed relationships and "what is love" emphasizing birth control, respect of self, need for thinking about future, immediate vs. delayed gratification,...Used hard-hitting economic facts linked to poverty and number of children as a teen parent...Future choices to live in poverty or not to...Went through each birth control method one-by-one discussing each one...Gave historical perspective on abortion and issues...Had students tell their personal stories...They wanted to tell how they got pregnant...Used this as an opener for how to prevent another one.

Career Planning Workbook: From Astronaut to Zoologist

Purpose and Goals. The overall purpose of the Career Planning Workbook is for students to:

- develop the necessary skills to consider career options, including higher wage and/or nontraditional occupations,
- develop an awareness of issues concerning the workforce,
- motivate students to make realistic, positive career choices.

To achieve these purposes, the Workbook will help students:

- learn about the world of work;
- learn about women in the workforce;
- examine the need to develop skills for economic self-sufficiency;
- learn how to plan for their future;

- identify individual needs, skills, and interests;
- develop employability skills and attitudes;
- learn about higher wage/nontraditional occupations;
- develop skills for career exploration, planning, and decision-making;
- learn about current issues affecting the workforce;
- learn about legal rights with respect to discrimination; and
- learn about sexual harrassment.

Students will learn to identify their own interests, skills, and needs, and how to seek and keep a job. They will also become aware of current issues in the workforce.

The goals associated with this purpose are to:

- help students learn about the workforce, and how to prepare for participating in it;
- raise their awareness of the need to make choices for the future;
- create a positive environment for making career choices; and
- help reduce the high concentration of women in low-paying jobs.

Philosophical Points of Reference: The following considerations influenced the development of this Workbook:

- the changing nature of the workforce and national labor market trends;
- an increasing need for staff and students to be aware of workforce issues;
- emerging careers in higher wage, nontraditional, and technological occupations;
- need for teenage parents to plan for economic growth and stability; and
- need to increase the awareness of, choices, and options for careers.

The following sections explain the rationale and use of the Workbook to guide staff in the application of information and activities as with the other Workbooks, staff are encouraged to supplement these materials with others they find appropriate. The bibiliography cites some additional references.

Method of presentation and discussion are two factors which will influence a positive outcome when using this text. Providing a variety of perspectives and choices for students can help to make the topic exciting and interesting. Guest speakers who are in occupations of students' interests are encouraged as a means of introducing role models. They also give studnets an opportunity to get the facts from persons with experience in specific areas.

The Workbook is structured to present facts about the workforce and reasons why it is important to get information before making occupational choices.

Students are asked to identify their skills and interests relating to general career choices and also to those reflecting higher wages. Whenever possible staff are enouraged to point out the differences between earnings and jo mobility and satisfaction in comparing higher wage and traditional occupations.

Students need also to understand that choices they make now need not be considered as life-long decisions. There are plenty of opportunities to change and grow into life stages and their decsions can relect the need to make new choices as circumstances change their lives. The need to take one step at a time but ot plan for each step is important to convey to studnets to avoid their feeling overwhelmed by long-range planning.

CURRICULAR CONCEPT: INTRODUCTION TO CAREER PLANNING

RATIONALE:

Students need to know and understand the steps involved in the career planning process.

Emphasis on the steps for planning will help students understand that career planning is a process. It takes time and is developmental. Decisions are based on personal and labor market factors that also change through time. Students can use information from preceeding activities to do the career planning activities. This will help them identify choices that are relevant to their personal needs, skills, and interests.

Staff can help students learn to use occupational search materials, handbooks, and other resources. Students need to become familiar with the resources available to them, and to seek information independently to explore their interests.

STUDENT ACTIVITIES:

Your Family and Career Choices
A Planning Guide

APPROXIMATE TIME: Four class periods

STUDENT COMMENTS:

I learned a lot about how to think of things that are necessary for planning my future...The language is easy to read...It gets to the point and tells the truth.

STAFF COMMENTS:

Working with the Assessment Lab at school students each received an extensive assessment before beginning this section...They used a printout to help them look at interests and skills with recommended occupations...Job shadowing and speakers are very helpful for students to learn the difference between jobs, careers, and occupations and to understanding the process and steps of making decisions...Students expressed concerns about having to choose between family and career and see the two as mutually exclusive...Staff can explain that they are integrated concepts that are planned for by considering factors affecting both career and family...Clarification around these issues will help to promote better understanding of the need to plan for career and family and factors to consider when making career decisions.

CURRICULAR CONCEPT: THE CHANGING WORKFORCE

RATIONALE:

In order to make appropriate and realistic decisions about careers and occupational choices students need to understand the changing nature of the workforce both nationally and within their own communities. Factors that affect changes in the workforce are based on social, economic, demographic, and technological trends. Students need to be familiar with their own community changes as they affect the job market they will enter. The activities for this section introduce factors to consider.

One of the major changes in the national workforce has been the increasing participation of women. Even though more women are working, they are also working in more low paying jobs. Students need to become familiar with these issues and to understand how the issues affect them personally.

STUDENT ACTIVITIES:

Workforce Changes in My Community
Myths About Women
Facts on Women Workers
What do you know about working women?
Women, Careers, and Numbers

APPROXIMATE TIME: 7 class periods.

STUDENT COMMENTS:

The percentages in the myths and truths section are a bit confusing...The career section is a lot of reading, and I don't like to read, but it is helpful.

STAFF COMMENTS:

Students were very receptive to the myths about women at work...They could relate to the comments well...Most of the statistics and graphs were used as an introduction to this unit and at the beginning of the year...Students weren't very interested in percentages...There is lots of great information...We need a package to "sell" students on it...They need to get a little angry to really hear what is being said...Harrassment issues are not new to many of these students...A copy of a grievance procedure should be included...Comparable worth is a hard concept for students to understand and needs discussion and explanation.

CURRICULAR CONCEPT: HIGHER WAGE OCCUPATIONS

RATIONALE:

Teenage parents often lack knowledge and information of options for higher wage or nontraditional occupations. The term higher wage occupations replaces nontraditional jobs to more positively focus on the outcome rather than emphasizing aspects that teens may feel are outside of mainstream choices. This section orients students to the concept of higher wage occupations and uses activities that expand thinking about occupations.

Advantages of choosing occupations having higher wages and benefits must be stressed to allow students to positively explore occupations they might not have thought possible. Class discussion on the topic of sex-role stereotyping and how it relates to job stereotyping is strongly advised. Students need to develop a sound understanding of the reasons women have not chosen higher wage occupations and how social change has made it possible for more women to access new opportunities.

Activities are designed to raise awareness of personal skills and attributes that may be applied to higher wage occupations. Students are asked to perform assertively in informational interviews with persons working in higher wage occupations. Skills developed in this section can be applied to the section on Employability Skills and Attitudes.

STUDENT ACTIVITIES:

Women/men job comparisons
Interest checklist
Skills I need to learn
Exploring my attributes and skills
Thinking about values
Self-evaluation checklist
My education plans

APPROXIMATE TIME: 10 class periods.

STUDENT COMMENTS:

This section made me think about other kinds of jobs I may be able to do...It was hard to do the informational interviews.

STAFF COMMENTS:

I had students look up three higher wage occupations each and give an oral report on them to the class...I supplemented the materials with discussion, reports, and role playing of informational interviews...Students had difficult with the interview...I used speakers on apprenticeship programs...I needed to do more on the amount and kind of education and training needed for various jobs...The survey worked well.

CURRICULAR CONCEPT: MATCHING SKILLS AND INTERESTS

RATIONALE:

Students need to match their skills and interests to occupations so that career choices are based on individual criteria. This process maximizes their chances of seeking and finding employment that is best suited to their needs.

Using the Wisconsin Career Information System PREP booklet allows the student to identify basic concepts and terms of career exploration. Staff are encouraged to use other resources similar to these learning activities. For those staff who don't have access to WCIS materials, a listing of other career systems with similar materials can be found in the bibliography. Exercises determine interests, favorite school subjects, education and training, abilities, making decisions, and exploring occupations in relation to self.

The Skills Worksheet identifies specific skills related to: managing yourself, working with difficult situations, working with details, working with machines or tools, working with numbers, communicating with others, deciding, thinking, working with others, and leading others.

Staff can use the Skills Worksheet as it appears in the Workbook and enter the information into the computer using Micro Skills from the Wisconsin Career Information System. There is also a national version for programs outside of Wisconsin available through most career systems or career software catalogues. Contact your local career system for details. A listing of state career information systems is included in the Bibliography.

Once students have identified their skills and interests they can begin choosing occupations that match them. Staff are encouraged to guide students in choices that provide salary ranges within the scope of their budgeted needs (from the budget section of the Life Skills Workbook) and also match their skills and interests.

STUDENT ACTIVITIES:

PREP workbook
Skills worksheet
Skills record

APPROXIMATE TIME: 5 class periods.

STUDENT COMMENTS:

I really liked using the activities in this section. They helped me to understand a direction for choosing an occupation...I didn't realize I had so many different skills...These exercises have helped me organize my thinking about career choices.

STAFF COMMENTS:

Students found PREP very helpful...I began with PREP as a way to introduce students to the basic concepts and show them how the process is organized...The computerized skills inventory provides more information in terms of matching skills/interests with occupations...Students liked using the computer to relate skills with occupations...It was important to clearly state the need for matching occupations with individual skills/interests and to emphasize how those are different for everybody depending on their own experience...We related the information on self-awareness to this section--the better you know yourself the more likely you are to make a good choice.

CURRICULAR CONCEPT: EMPLOYABILITY SKILLS AND ATTITUDES

RATIONALE:

Students who are at risk for dropping out of school, who are parenting, and/or who lack long-term occupational goals are often unaware of the need for developing employability skills. They may also need to develop work-related attitudes for keeping a job once they are hired. This section teaches students how to develop those skills that will help them get and keep a job.

Employability skills include attitudes about work and the job seeking/keeping process. Students learn responsibility as they develop marketable skills and learn how to find jobs. Individual counseling and role playing will help students feel more comfortable with the job seeking process and will identify skills they need to develop in order to seek employment successfully.

STUDENT ACTIVITIES:

Employability self-evaluation
Job search monthly goals
Job search weekly goals
Job service visit
Hobby information interview
Job site list
Job information interview
Telephone interview
Job search planning worksheet
A sample job application
Create your resume
Letter of application
Research a company
Interview questions to answer
Interview questions to ask
Interview "rule of 3"
Interview evaluation form
Interview follow-up letter
Payroll deductions
Self evaluation of work habits and attitudes
Teacher evaluation of work habits and attitudes
Positive self-images

APPROXIMATE TIME: 25 class periods.

STUDENT COMMENTS:

Even though this section was a lot of work it really helped me to learn about how to find a job...The activities showed the steps I need to take to be prepared for getting a job.

STAFF COMMENTS:

Interviewing techniques and dressing for an interview needed additional resource materials...Students wanted more particulars like pierced earrings (how many, etc.), what to wear when interviewing for General Motors or factory work, etc...Application and resume writing areas were good although some students had this previously...Picked up applications from many local employers and let students practice on them...Health care facilities tend to ask different questions.

CURRICULAR CONCEPT: CURRENT ISSUES IN THE WORKFORCE

RATIONALE:

The changes in the workforce have raised critical issues that address the conditions under which we work and the quality of our worklives. Students need to be aware of the realities that can affect their roles as working persons.

Issues raised in this section include child care, alternative work schedules, employee assistance programs, and parental leave. Issues discussed in more depth are comparable worth, legal rights and discrimination, and sexual harassment.

The goal of this section is to familiarize students with the concepts and to generate class discussion around the issues. Staff are encouraged to bring in guest speakers from the community and the workforce to help students gain a broad perspective on the real world of work.

See the bibliography for additional reading and resources on these topics.

APPROXIMATE TIME: 5 class periods.

STUDENT ACTIVITIES: None

STUDENT COMMENTS:

I feel sexual harassment is a good point to discuss for both men and women...Include examples of people being harassed sexually to help people understand better what it is like...

STAFF COMMENTS:

Students needed expanded explanation of the issues in this section...Their interest level was high but the concepts were often difficult for them to fully understand...We used class discussion and role playing of the various topics and how to handle situations...After group discussion most students felt they had at some point been discriminated against as teen parents...We applied this to gender and racial discrimination...Guest speakers were helpful to provide additional perspectives.

CAREER DEVELOPMENT

Often, staff who provide educational services for teenage parents lack information about career planning and development. This section includes factors and components relating to career and vocational education. Components are summarized here. More in-depth resources on these topics are described in the bibliography.

Career Education

Many students, expecially those who are at risk for behavioral and academic failure, need to learn about careers and the employment process as they begin to plan and prepare for the future.

A CAREER EDUCATION PROGRAM INCLUDES:

1. Self-assessment--skills, values, interests, personal qualities;
2. Career Exploration--the world of work, the job market, salaries, work settings and environments;
3. Career decision-making--managing decisions rather than leaving them to chance;
4. Life/work planning;
5. Employability skills--resumes, interviews, follow-up; and
6. Job-keeping skills.

Some critical areas which enhance a student's career development include:

- Developing a career plan;

- Looking at career stereotypes and non-traditional careers;

- Self assessment;

- Recognizing and overcoming employment barriers;

- Assertiveness training;

- Using labor market information to help guide career decisions;

- Obtaining employability skills: getting a job, keeping a job, and moving up on the job;
- Combining work and family life;

- School-supervised work experience;

- Application of basic skills;

- Understanding business operations and the U.S. economic system; and

- Vocational education and job skills.

Staff need to motivate and empower students to make career goals by guiding them in positive directions. Some key motivators include:

- A focus on goals and outcomes;

- Imagine and visualize what success feels like;

- Assess attitudes around career, work, goals, the future, etc.;

- Have students define what success means and describe what it feels like;

- Teach students to develop and maintain a positive outlook for themselves;

- Help students develop their assertiveness;

- Encourage self-confidence;

- Develop personal enthusiasm that will spread to the class;

- Help students create a positive self-image of themselves;

- Teach them about the importance of persistence, and self-discipline; and

- Help students identify their goals.

Career and Vocational Assessments

Assessments can help direct program development. Examples of career assessment areas that relate to career planning and decision-making are:

- Basic skills;
- Career assessments (to clarify occupational interests and aptitudes);
- Interest inventories (to assess interests in various educational, occupational, and/or social activities or areas; correlate with interests of persons in different careers; usually a self-reporting instrument);
- Attitudes and values inventories (to identify attitudes and values, usually self-reported);
- World of work/economic reality testing;
- Employability/job-readiness skills;
- Vocational skills and aptitudes;
- Life/work planning skills;
- Skills for overcoming sex role stereotyping and sex bias;
- Dexterity assessment (to determine fine motor skills and aptitudes);
- Work attitudes and behaviors (to correlate work attitudes and behaviors with those of persons working in various career areas);
- Learning styles assessment or inventory (to determine ways a person learns best, e.g., auditory, kinesthetically, or visually); and
- Aptitude assessment (to identify an individual's learned abilities and their ability to learn new tasks in a wide range of academic or work areas).

Many schools are equipped to perform some or all of these assessments. Coordinating efforts with the school resources will help to ensure effective and useful assessment.

Labor Market Information

Labor market information can help direct students in realistic and appropriate career decisions. It identifies resources and employment opportunities. It may be tied to a specific geographical area or may describe labor supply and demand at the state or national levels. Students need to learn about the employment trends of their community and in the broader workforce. Labor market information organizes these trends in the workforce so that informed career decisions can be made.

The following types of information are included in labor market information:

- occupational descriptions
- wages, hours, and fringe benefits
- employment trends and outlooks
- methods of entry, qualifications
- advancement opportunities
- educational/training programs
- future impact of technology
- military training and employment
- type of industry or business
- educational program classification systems
- occupational classification systems
- occupational characteristics

Occupational descriptions are found in occupational handbooks and usually contain some or all of the following information:
- what the worker does;
- how the worker does it;
- a description of the physical and mental activities required
- job duties by industry, type or size of employer, and size of firm;
- the product or work done;
- the hazards or environmental conditions that are present;
- the impact of technology on the work tasks;
- the working relationship to other people;
- the degree of specialization and responsibility;
- the tools, machines, and materials used; and
- the alternate job titles used in some industries.

For an example of an occupational description, see the appendix.

Many local information sources are readily available to supplement labor market information. Sources include local newspapers, radio and T.V. news programs, magazines, government reports, and personal contacts in the community. Other sources of labor market information include:

- Area labor market analysts at Job Service Centers may have information about local areas throughout the state.

- Employment counselors in Job Service Offices are a valuable source of local labor market information.
- Annual planning information reports for local areas may provide some information.
- The Labor Market Bulletin for all major metropolitan areas gives employment data.
- Projections of Employment by Industry and Occupation for various metropolitan areas, groups of counties, or individual counties should be checked.
- Local newspapers, especially the business sections, often contain articles on new or expanding firms, firms going out of business, and local economic trends.
- Local Chambers of Commerce often maintain lists of employers classified by industry. They are also a source for future trends and new employment opportunities.
- Small Business Administration offices have information on the number and kinds of new businesses that have applied for assistance.
- Local branches of major companies often have community affairs or public relations representatives who have extensive information about their own companies.
- Local chapters of trade unions, professional organizations, and trade associations have employment data on occupations within their own fields.
- Business magazines, particularly those that focus on Wisconsin business, publish lists of the leading Wisconsin companies annually.
- JTPA Service Delivery Areas conduct labor market studies to establish the need for training programs. They often have staff who are very knowledgeable about the local labor market.
- Organizations such as the Urban League work for equal opportunity through training and employment programs, and gather information for their needs.
- Local vocational and technical institutions and four-year college placement centers are another potential source of local data.
- Economic reports published by financial institutions may be helpful.

- Local joint apprenticeship committees know the demand for new workers in apprenticeable trades.
- Special regional and area studies done by various organizations should be identified and examined.

There is a large number of specialized state and national data sources available. For example, information on women in the labor force can be found in a publication by that title published by the Wisconsin Department of Industry, Labor and Human Relations.

For a comprehensive list of resources on labor market information, see the bibliography section entitled Labor Market Information.

State-Based Career Information Systems

State-based career information systems provide printed materials and computer software to assist individuals with career exploration, decision-making, and career planning. These career systems may have materials for elementary-aged youth through adults.

The goal of these systems is to synthesize local and national labor market information, to survey vocational schools and colleges, and to present information relevant to the citizens of the state, in an easy-to-understand form.

A state-based career information delivery system emphasizes, but is not limited to, information specific to that state. For example, the Wisconsin Career Information System, used in the Career Planning Workbook, provides detailed information on occupations representative of the Wisconsin labor market, as well as Wisconsin postsecondary institutions and programs of study.

According to the Association of Computer-Based Systems for Career Information (ACSCI), there are 47 career information delivery systems in 45 states, the District of Columbia, and Puerto Rico.

In 1985-86, these state systems were used by more than 4.7 million career seekers to explore their options in the world of work. These youth and adults, students and job seekers, new entrants and re-entrants into work and education used a state system at one of 13,261 locations. Both the numbers of sites and of users are expected to continue growing.

To learn more about other states' career information delivery system, refer to the listing of systems in the bibliography or contact the ACSCI Clearinghouse, 1787 Agate Street, University of Oregon, Eugene, Oregon 97403, 503/686-3872.

Source: Directory of State-Based Career Information Delivery Systems, The Association of Computer-Based Information Systems Clearinghouse, 1986-87.

WOMEN IN THE WORKFORCE

The following are factors of concern to women as they make decisions about entering the workforce. These are selected topics only. For in-depth information on these topics, refer to the bibliography section on Women and Work.

Some important considerations for women are:

- Decisions about work, career, and motherhood;
- Changing work and family patterns;
- Alternative paths to career development;
- Early childbearing;
- The need to work;
- Rejecting traditional work roles;
- New and emerging career patterns for women;
- Economic choices and lifestyles;
- Economic independence vs. dependence on partners' income and resources;
- Poverty;
- Welfare dependency;
- Single parenting;
- Child care arrangements and costs;
- Conflict over failure to conform to expected female roles;
- Choices in non-traditional jobs; and
- Gender socialization.

These are only some of the current issues concerning women and the workforce. Exploration of these issues can help to increase student awareness of the need to make sound career decisions. Many of these issues also concern men, especially if they are single parents. However, women have traditionally been employed in low-paying occupations, and the emphasis is to change expectations to realize more equitable employment for women.

CONCLUSION

This User Guide has presented a broad view of program challenges and resources for staff working with teenage parents. It is by no means all-inclusive.

We encourage staff to use multiple resources in providing services. It is our view that such an approach will better stimulate student interest and hold their attention if they are presented with various kinds of materials and approaches to learning. Resources that were used to prepare this User Guide are listed in the Bibliography.

It is our hope that you find these materials helpful in expanding the horizons for teenage parents. The research and development of additional materials will enhance program outcomes. We encourage you to develop your own curriculum materials based on the specific needs of students in your program.

And finally, we wish you success in your endeavors as agents of social change.

APPENDIX

STUDENT EQUITY-RELATED COMPETENCIES FOR ECONOMIC SELF-SUFFICIENCY AND EQUAL EMPLOYMENT OPPORTUNITY

Student equity-related competencies are critical for the curriculum reconstruction described in the fourth stage of equity implementation. Such competencies are consistent with program improvement initiatives in vocational education and with the youth employment competencies established by private Industry Councils (PICs) for Job Training Partnership ACT (JTPA) programs.

Review the following equity-related competencies and consider how one or more of them might be included in your vocational courses and programs.

1.0 General

1.1 Students will define and identify strategies to overcome role stereotyping, bias, and discrimination on the basis of race, sex, and handicapping conditions.

1.2 Students will be able to define and give examples of "dual discrimination."

1.3 Students will identify and analyze societal attitudes about men and women, sex role stereotypes and bias, and forms of sex discrimination.

1.4 Students will be able to recognize and neutralize role stereotyping and bias in educational materials.

1.5 Students will demonstrate the use of sex fair/inclusive language.

1.6 Students will develop a more positive attitude about the abilities of both sexes, all racial and ethnic groups, and the handicapped.

2.0 Work and Family

2.1 Students will identify the responsibilities associated with dual work roles-paid work and home and family work.

2.2 Both male and female students will identify changes in family structure and responsibilities and the need to develop complex family-related skills.

3.0 Labor Force Facts

3.1 Students will demonstrate knowledge of historical changes in the labor force participation of males and females.

3.2 Students will identify historical barriers to equal employment opportunity.

3.3 Students will demonstrate knowledge that both men and women work for pay, in great numbers, for a long time and out of economic necessity.

3.4 Students will identify how role stereotyping, bias, and discrimination have contributed to occupational segregation in the U.S. labor market.

3.5 Students will demonstrate knowledge of how traditional women's work has been undervalued and underpaid.

4.0 Nontraditional Occupations

4.1 Students will be able to define "nontraditional occupations" and will identify positive and negative aspects of employment in nontraditional careers.

4.2 Students will identify nontraditional jobs for females and males and the skills needed for those jobs.

4.3 Students will identify some of the issues that arise when women/men work in nontraditional jobs.

4.4 Students will identify coping strategies to survive and thrive in nontraditional jobs.

5.0 Career Development

5.1 Students will identify how sex role stereotyping and bias may limit opportunity in planning their own future.

5.2 Male and female students will demonstrate awareness of the total range of career and occupational choices.

5.3 Students will develop career development plans based on informed choice, labor market information, assessment of interests an skills, occupational exploration and work experience rather than on factors related to occupational stereotyping on the basis of sex, race or handicapping conditions.

5.4 Both male and female students will identify how emerging technology is influencing jobs of the future.

5.5 Both male and female students will demonstrate experience in how to prepare for, adapt to, and influence change in the labor force.

5.6 Students will identify reasons why both males and females must acquire math, science, computer, and technology skills.

5.7 Students will identify how sex stereotyping, bias, and discrimination may affect: career planning, occupation exploration and preparation, employability and job seeking, job retention and advancement, job benefits and professional development, earnings, financial planning and management, entrepreneurship.

5.8 Students will identify and discuss employment skills which both males and females will need to survive and thrive in the future economy. Including: participative management skills, oral and written communication skills, assertiveness skills, teamwork skills, networking skills, cooperation skills, negotiation skills, flexibility skills, adapting skills, human relations skills, interpersonal skills, leadership skills, re-careering skills, coping skills for frequent and rapid change, technological literacy skills.

Barbara A. Bitters, Administrator, Vocational Equity/Single Parent Programs, Wisconsin Department of Public Instruction, Bureau for Vocational Education. 1987.

GROUP PROCESS MODEL*

Components of a positive group climate are:

- Create a warm, accepting and non-threatening environment
- Be non-judgemental--behaviors, attitudes and feelings of participants should not be judged as bad or good.
- Encourage cooperative learning and experimenting--participants should help each other.
- Be respectful of other's feelings and ideas--individuals should be able to present themselves honestly, as the persons they are, rather than as the group expects.
- Develop an understanding of the material being presented and why it is important. Ideally, people will be comfortable enough to try new ideas and behaviors.
- Encourage everyone to participate--not everyone will participate to the same degree.
- Encourage people to keep on task--a common purpose is a necessary unifying element for the group. Sometimes group discussions can get sidetracked with unrelated issues, personal discussions, moral arguments (which have challenged great thinkers for centuries), talking in circles, or just talking an issue "to death." When this happens, the leader should tactfully intervene and redirect the discussion.

The physical climate is very important. Participants should be able to see each other. If using small group tables place them far enough away from each other so each group can carry on a discussion without interference from another group.

As a facilitator in a group the instructor promotes the understanding and awareness of curriculum objectives and the learning process.

There are two dimensions of group maintenance to be aware of--**TASK** and **PROCESS**. Task-oriented leadership maintains task consciousness of what is to be done, clarifies objective and shares information. Process-oriented leadership clarifies feelings, perceptions and communications, encourages participation and safeguards the feelings of group members. The following charts include examples of what a trainer can do to facilitate the group:

Tasks of the Group Coordinator

Information and Opinion Giver
Offers facts, opinions, ideas, suggestions and relevant information to help group discussion.

Information and Opinion Seeker
Asks for facts, information, opinions, ideas, and feelings from other members to help group discussion.

Starter
Proposes goals and tasks to initiate action within the group.

Direction Giver
Develops plans on how to proceed and focuses attention on the task to be done.

Summarizer
Pulls together related ideas or suggestions and restates and summarizes major points discussed.

Instructor
Shows relationships among various ideas by pulling them together and harmonizes activities of various subgroups and members.

Diagnoser
Figures out sources of difficulties the group has in working effectively and the blocks to progress in accomplishing the group's goals.

Energizer Stimulates a higher quality of work from the group.

Reality Tester
Examines the practicality and workability of ideas, evaluates alternative solutions, and applies them to real situations to see how they will work.

Evaluator
Compares group decisions and accomplishments with group standards and goals.

Process Functions

Encourager or Participant
Warmly encourages everyone to participate, giving recognition for contributions, demonstrating acceptance and openess to ideas of others, is friendly and responsive to group members

Harmonizer and Compromiser
Persuades members to analyze constructively their differences of opinions, searches for common elements in conflicts and tries to reconcile disagreements

Tension Reliever
Eases tensions and increases the enjoyment of group members by joking, suggesting breaks and proposing fun approaches to group work

Communication Helper
Shows good communication skills and makes sure that each group member understands what other members are saying

Emotional Climate Evaluator
Asks members how they feel about the way in which the group is working and about each other, and shares own feelings about both

Process Observer
Watches the process by which the group is working and uses the observations to help examine group effectiveness

Standard Setter
Expresses group standards and goals to make members aware of the work and the progress being made toward the goal and to get open acceptance of group norms and procedures

Active Listener
Listens and serves as an interested audience for other members, is receptive to others' ideas, goes along with the group when not in disagreement

Trust Builder
Accepts and supports openness of other group members, reinforcing risk taking and encouraging individuality

Interpersonal Problem Solver
Promotes open discussion of conflicts between group members in order to resolve conflicts and increase group togetherness

TRAPS TO AVOID

Each facilitator must find her or his own personal style by building on their personal strengths. It is important to see yourself as a resource person, a facilitator as opposed to THE LEADER. Be a person. Give your opinions and feelings, let the people know you are part of the group.

In group discussions avoid the following traps:

- **BEING MADE THE "EXPERT."** Don't expect yourself to know everything and to be able to respond to all questions immediately. Your primary role is to introduce new knowledge and to facilitate discussion. There is nothing wrong with saying, "I don't know, I will try to get that information or source for you."

-- **BEING MADE THE "PARENT."** Avoid the situation where group members feel they need to ask you permission to speak or to leave. Also avoid letting them seek approval or disapproval from you alone.

-- **BEING MADE THE "LONE ADVOCATE."** In some situations, participants may see the trainer as the only advocate of women's equity. This is rarely the case; many participants will favor women's equity to some degree. Prevention of this isolation starts in the groundwork and planning stages of the inservice. However, it is important to assess who in the group is in favor of reducing gender role stereotyping and encourage them to express their views. Allow the group members to discuss difffering points of view with each other. Avoid being put in the position of having to defend every idea or point; take positions you feel comfortable with.

-- **GETTING "HOOKED" BY ANGER.** Most leaders strive for a sense of neutrality. They attempt to avoid being "baited" or "hooked" into a direct confrontation with an individual or group. However, there may be statements or ideas that will make you angry, or that you will disagree with. It is important to recognize your own feelings in this situation. It is not inappropriate to express disagreement or share your anger with an individual or the group. Frequently what happens is trainers share their anger or disappointment with other members of the training team or planning committee.

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* Adapted from Freedom for Individual Development, A Trainer's Guide by Barbara A. Bitters, Wisconsin Department of Public Instruction (a Women's Educational Equity Act publication).

OCCUPATIONAL DESCRIPTION: Example for Operating Engineers *

Operating engineers run many of the heavy machines used in building projects. With bulldozers, scrapers, and steam shovels, they dig foundations for structures and make roadbeds. They use cranes and derricks to erect steel beams or destroy buildings. Also, they may set up and maintain portable generators, boilers, pumps and compressors. Some machines are simple to run, but many are difficult. Some machines are simple to run, but many are difficult. Operators run the machines by moving lever, handwheel, and pedal controls. Often, all these controls must be moved at the same time. They also control attachments like buckets, blades, and swing booms. Operating engineers must handle these large, powerful machines with skill to avoid damaging property or injuring other workers.

Engineers also maintain their machines to keep them running well. Operating engineers may work more or less than 40 hours per week, depending on the season. Running the machines can be tiring.

Most operating engineers work for private construction firms.

ADVANTAGES/DISADVANTAGES CITED BY WORKERS

Operating engineers enjoy working outdoors. Job security is good due to the demand for their skills. They dislike the lack of steady, year-round work. Working in cold weather is another disadvantage.

RELATED TITLE

Heavy Equipment Operator

(Characteristics for Operating Engineers)

13 Structured: working on clearly defined tasks
15 Problem-Solving: Making decisions, often involving pressure

16 ABILITIES
18 Numerical: Solve simple mathematical problems quickly and accurately
20 Spatial: Understand the relationship of solid objects to those on a flat plane
21 Form Perception: Make visual comparisons between the shapes and details
23 Coordination: Work with your hands, fingers, or feet easily, quickly, and accurately

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Excerpted from the Occupations Digest, Wisconsin Career Information System, Vocational Studies Center, University of Wisconsin, Madison, Wisconsin, 1987.

24 Motor Coordination: Coordinate the movements of your eyes, fingers, and hands while working quickly and accurately
26 Manual Dexterity: Move your hands easily and skillfully as you work with objects
27 Eye-Hand-Foot Coordination: Move hands and feet in a coordinated manner as you react correctly to what you see

30 PHYSICAL EFFORT
33 Much lifting or physical exertion
34 Lift up to 50 lbs., and carry up to 25 lbs.
36 Climb, balance, stoop, kneel, crouch, and crawl
37 Reach, handle, and touch
39 See clearly
41 Sit most of the time

50 OFFICE OF EDUCATION (OE) OCCUPATIONAL CLUSTERS
54 Construction

70 DICTIONARY OF OCCUPATIONAL TITLES (DOT) OCCUPATIONAL FAMILIES
78 Structural Work Occupations

80 DATA, PEOPLE, THINGS, IDEAS, INTERESTS
81 Data: Working with numbers or facts
83 Things: Operating machines, using tools, or materials
84 Ideas: Using ideas or knowledge

100 STANDARD OCCUPATIONAL CLASSIFICATION (SOC) DIVISIONS
120 Transportation and material moving occupations
166 EDUCATION
168 High school diploma, or G.E.D.
169 Vocational Training

176 YEARS OF POST-HIGH SCHOOL EDUCATION AND TRAINING
177 Less than four years of training beyond high school

180 OUT-OF-SCHOOL TRAINING
181 Apprenticeship: A formal, paid program to learn a craft or trade

190 OTHER QUALIFICATIONS REQUIRED
194 Union membership

199 WAGES AND SALARY
200 Minimum wage or more per hour
201 $11,000 or more a year (over $5.29 per hour)
202 $18,000 or more a year (over $8.65 per hour)
203 $25,000 or more a year (over $12.00 per hour)

210 URBAN OR RURAL JOB SETTINGS
211 Urban: Metropolitan areas and suburbs
212 Rural: Small towns and country areas

213 TRAVEL
215 Local travel and/or working at different job sites daily, weekly, or monthly

226 WORKING CONDITIONS
227 Mostly outside

230 EXPOSURE TO UNPLEASANT WORKING CONDITIONS
234 Noise and vibrations
235 Hazardous conditions
237 Work week normal
240 Overtime normal
246 Overtime work often seasonal

270 GUIDE FOR OCCUPATIONAL EXPLORATION (GOE) WORK AREAS
275 Mechanical

300 SCHOOL SUBJECTS OR INTERESTS
307 Industrial Arts: Drafting, graphic arts, metal working, mechanics, construction, woodworking, electricity or electronics

330 FIELD
336 Industrial Production: Foundry work, machining, printing, and assembly
338 Scientific, Technical, Mechanical and Repair: Mathematics, biological, chemical, and physical sciences, engineering and technology, and mechanics and repair

340 READING, WRITING, AND SPEAKING ABILITIES
341 READING LEVELS
343 Reading Level 2 - Read simply written material and learn job terms for: recipes, invoices, labels, or rules

347 SPEAKING LEVELS
348 Writing Level 1 - Little or no writing

353 SPEAKING LEVELS
354 Speaking Level 1 - Speak simple sentences for questions and following instructions

370 OHIO VOCATIONAL INTEREST SURVEY (OVIS) SCALES
372 Machine work

500 TYPE OF OCCUPATIONAL DESCRIPTIONS
503 Wisconsin and national information

575 HOLLAND THEMES
580 Realistic (primary)
583 Conventional (secondary)
590 Enterprising (tertiary)

EARNINGS DIFFERENCE BETWEEN WOMEN AND MEN WORKERS

Women, on average, earn less than two-thirds as much as men. Although there was a slight narrowing of the earnings difference during the past 10 years, women workers did not approach earnings parity with men, even when they worked in similar occupations. In 1975, the median earnings of women who worked at full-time jobs throughout the year were only 59 percent of the amount similarly employed men earned. In 1983, women earned 64 percent.

Despite the upward trend in women's earnings compared with men's, women to a large extent remain employed in jobs that yield relatively low earnings--generally in lower paying industries such as clothing manufacturing, in lower paying professions such as teaching, and in lower paying service and clerical jobs.

Some reasons for the earnings differential are that women enter and leave the labor force more frequently than men, which results in their having less work experience; overall, women's educational attainment and skills training are not equal to men's; and women and men are concentrated in different occupations with different pay scales.

On average, men have longer job tenure (years on the same job) than women. This is primarily because uninterrupted labor force participation has been common for men, but a more recent practice for women. The median job tenure for young women and men is similar. At age 35 and older, however, tenure for men becomes significantly longer than for women. In 1983, the median tenure for men age 35 to 44 was 7.7 years, compared with 4.6 years for women in the same age group.

Differences in labor force attachment, or the frequency and length of work interruptions, are often cited as one reason women earn less than men. However, a recent study by the Bureau of the Census reports that work interruptions explain only a small part of the earnings disparity between women and men. The bureau found that if women had the same education, experience, and interruptions as men, the earnings gap would be reduced by only 14.6 percent. Based on that study, a woman in 1979 would have earned 69 cents (instead of the actual 64 cents) for every dollar earned by a man.

Research has been conducted to explore why the earnings difference persists even when the educational gap between women and men shrinks and more women than ever are employed full time and year round. After all measurable variables have been included in equations on the earnings difference between women and men, there remains a disparity that cannot be readily explained. This variance is attributed to unmeasured factors such as discrimination, personal attitudes, and quality of education.

Using year-round full-time workers as the basis for comparison, a woman at least 25 years old in 1983, with 4 or more years of college, earned only 64 percent as much as a man in similar circumstances. In fact, the college-educated woman did not receive as much as a man with only a high school diploma, a situation that has remained essentially unchanged over the years.

On average, men are more likely than women to have spent a longer time in one occupation. I 1983, women were somewhat more likely than men to make a shift from one major occupational group to another. The rate at which women change occupations has increased substantially over the past two decades, unlike the situation for men.

Much of women's recent occupational mobility may be attributed to factors such as the availability of better pay and more appealing work. These factors are consistent with women's increased participation in the labor force, greater educational attainment, some improvement in earnings relative to men, and broadened occupational opportunities.

The earnings gap can be explained in part by variations in the employment of women and men among occupational groups. Women remain underrepresented in some groups and overrepresented in others. Among the 13 major occupational groups, there are significant and longstanding differences between women and men. In 1984, women accounted for 80 percent of all clerical and administrative support workers and 8 percent of all precision production, craft, and repair workers.

Although the female-male earnings ratio varies considerably among occupational groups, women's earnings rarely approach men's, even in the same occupational group, except in jobs with narrowly defined skill levels in the same establishment.

In occupations that are traditionally female, such as most clerical jobs, men's earnings have been consistently higher than women's.

In 1984, women sales workers' weekly earnings were only 52 percent of men's weekly earnings in the same field. One explanation is the difference in areas of sales: men are more likely than women to selling expensive items such as cars, large appliances, and jewelry, and thus make larger commissions; women are largely employed in sales of nondurables such as apparel and food products. In 1984 over a third of men in sales but less than a tenth of women in sales earned $500 or more per week.

Despite an increase in the proportion of women in managerial occupations, since 1970 their salaries in relation to men's have remained at about the average earnings differential for all women workers compared with that for all men workers. In 1984, the average weekly earnings for women in executive, administrative, and managerial occupations was 63 percent of that for men employed in similar jobs.

Though women make up only a small proportion of workers in farming, forestry, and fishing occupations, they have the lowest wage differential, earning 86 percent as much as men in 1984.

Source: U.S. Deparment of Labor, Bureau of Labor Statistics, and U.S. Deparment of Commerce, Bureau of the Census.

FACTS ON U.S. WORKING WOMEN
U.S. DEPARTMENT OF LABOR, WOMEN'S BUREAU
FACT SHEET NO. 86-3

Alternative Work Patterns

GENERAL

Significant changes in the composition of the work force, beginning in the 1970's, have been creating stronger demand for alternatives to traditional work schedules. Among them are: (1) more families with young children and both husband and wife working and (2) more single women and men maintaining families with dependents at home. In 1985, 60 percent of mothers with children ages 3 to 5 and 50 percent of mothers with children under 3 were in the labor force. And in 51 percent of married couple families with children under 6, both parents were working.

Alternative work schedules can help not only parents of young children but also students, older workers, handicapped persons, couples desiring to share work and home responsibilities, and persons who wish to upgrade skills or switch careers through a return to school. Alternative work schedules can also help employers who want or need to serve the public outside the traditional workday or workweek; want to utilize their capital more intensively; or hope to benefit by attracting new workers, improving employee morale and productivity, and reducing absenteeism.

FLEXITIME

Flexitime is an alternative work-time pattern that allows employees to vary their arrival and/or departure times. This arrangement can bring about variations in the length of the workday and, where permitted by law, in the length of the workweek. According to a supplement to the May 1985 Current Population Survey, 13 percent of female and 14 percent of male wage and salary workers were on flexitime or some other schedule that allowed them to vary the time they begin and end work.

Flexitime sometimes improves employee morale, eases commuting, enhances recruitment, and reduces absenteeism, tardiness, and turnover. Flexitime, however, may make management more difficult and may weaken internal communication.

Variations of flexitime schedules include:

> Flexitour - Employees may preselect their daily starting time and change to a new schedule at specified intervals.

Modified Flexitour - Employees may modify their daily starting time without regard for intervals.
Gliding schedule - Within specified time periods, employees may vary their starting and departure times from day to day, e.g., 7:00-9:00 a.m. and 3:00-6:00 p.m.

Variable day - Employees may vary the length of the workday as long as they are present for a predetermined core period.

Variable week - Employees may vary the length of the day and the workweek as long as they are present for the core period and work at least the required number of hours biweekly.

The Federal employees Flexible and Compressed Work Schedules Act of 1978 made it possible, on a temporary, experimental basis, for Federal agencies to allow employees to choose to work more than 8 hours per day and/or 40 hours per week without paying them overtime, in exchange for granting employees scheduling flexibility. Federal agencies continued to provide premium time-and-a-half pay when they required employees to work overtime, Subsequent legislation permanently authorized the use of flexible and compressed work schedules by Federal agencies (Public Law 99-196, signed December 23, 1985).

The Department of Defense Authorization Act signed in 1985 eliminated the requirement that Federal Government contractors provide premium pay only for work in excess of 40 hours per week, as provided in the Fair Labor Standard Act. The change makes it possible for Federal contractors to institute flexible work schedules.

Flexibility Over the Work Year

Experimental approaches to varying work schedules over the year include allowing employees to (1) plan work for an entire year and receive their compensation prorated over 12 months (in Europe) or (2) reduce their schedules (and salaries) within certain percentages in the form of a shorter workday or workweek, blocks of time off, or intermittent time off.

Compressed Work Schedules

A compressed work schedule is any schedule enabling a full-time employee to work the equivalent of a full week in less than 5 full days; the most common compressed schedule is the 4-day week, but a 3-day week is also possible.

Like flexitime, compressed workweeks can enhance employee recruitment, reduce tardiness and turnover, and ease employee commuting. On the other hand, compressed workweeks may make management more difficult and weaken both internal and external communication. The schedules may also induce fatigue.

According to a supplement to the May 1985 Current Population Survey, 2.9 million full-time workers reported workweeks of either 3.4. or 4 1.2 days. The proportion of full-time wage and salary on a compressed workweek schedule rose from 1.7 to 3.9 percent between May 1973 and May 1985.

Also of May 1985, compressed workweeks were most common among workers in service industries, transportation, and material moving occupations.

Job Sharing

Job sharing refers to the accomplishment of one full-time job by two or occasionally more persons, each working part-time. It differs from work sharing, which is a means of avoiding layoffs by shortening the workweek for all employees in an organization. Employees who are job sharing may perform all elements of the work or divide the tasks, depending on the skills and expertise of the sharers and the sophistication of the job. Employees may alternate days or weeks or may split days. Shared jobs may be converted or created.

Although job sharing is believed to involve less than one percent of the work force, it has been widely used by teachers, librarians, receptionists, and health care professionals. Job sharing also exists in such diverse jobs as administrator, clerical worker, physician, laboratory technician, engineer, researcher, bank teller, auditor, and food service worker.

Part-time Work

The predominant alternative work schedule for women is part-time work. About one-fifth of working women choose part-time schedules. The Bureau of Labor Statistics considers a person who works less than 35 hours a week a part-time worker. The voluntary, part-time labor force of workers ages 20 years and up has increased 48 percent from 8.3 million in 1970 to 12.3 million in 1985. During that period women made up almost three-fourths of the part-time labor force each year. Wives living with their husbands constitute the largest portion of women working part time, 60 percent in 1985.

Women choose part-time work for various reasons. Many want time for family responsibilities, to keep work skills up to date, to facilitate a later transition to full-time work, to broaden interests outside the home, or to supplement family income. Some are students who need to meet expenses and also obtain valuable work experience. Many have a desire for more leisure time. However, part-time work tends to be low-paid with few, if any, fringe benefits.

Part-time workers give employers flexibility in fitting the work force to the workload, such as in responding to uneven demands during peak periods. They provide backup to the full-time staff, particularly where business is not limited to an 8-hour day, 5-day week, such as in retail establishments. Part-time employment also reduces overtime, straight wage costs, and unit labor costs.

Temporary Work

Temporary work allows flexibility in scheduling while at the same time providing a variety of both work and training experiences. It can be useful for people entering the work force for the first time, as a stop-gap measure for those seeking permanent employment, or for retraining persons reentering the work force. Today, temporary work accounts for 1 of every 13 new jobs.

Employers use temporary help to: avoid hiring and then laying off permanent employees, contain costs, eliminate some training and advancements expenses as well as benefits costs, meet peak load needs, maintain use of equipment while regular employees are on leave, achieve maximum flexibility in scheduling work, accommodate one-time projects of specialized work, and aid permanent recruiting.

Many workers turn to temporary employment agencies in order to arrange flexible work schedules; some agencies also provide fringe benefits. The temporary help industry, although relatively small, is among the five fastest growing industries in the country. Rapid growth is expected to continue through the mid-1990's--from agency employment of 695,000 in 1985 to almost 1,060,000 by 1995.

FACTS ON U.S. WORKING WOMEN
U.S. DEPARTMENT OF LABOR, WOMEN'S BUREAU
FACT SHEET NO. 86-2

Women Who Maintain Families

- The number of families maintained by women grew almost 90 percent between 1970 and 1985. The growth is attributed largely to more marriages ending in divorce and more women having children without marrying.

- In March 1985, there were more than 10.5 million families principally supported by women who were divorced, separated, widowed, or never married. These families accounted for almost 17 percent of all families in the United States, compared with 13 percent in 1975.

- In 1985, 69.0 percent of women maintaining families were white, 28.8 percent were black, and 8.9 percent were of Hispanic origin.

- Characteristics of women who head families include higher unemployment, lower educational attainment, more dependent children, and lower earnings when compared with other labor force groups. This explains in part the high incidence of poverty in families maintained by women.

- Sixty-one percent of women maintaining families in 1985 were in the labor force--that is, working or looking for work--compared with 54 percent in 1975.

- Four-fifths of the employed women maintaining families in 1985 worked at full-time jobs. Half of the women maintaining families had earnings which comprised three-fourths or more of family income.

- In 1985, the unemployment rate for women who maintain families stood at 10.5 percent, more than 3 percentage points above the national average of 7.2 percent.

- Despite some movement into professional and managerial jobs, particularly by divorcees who are generally younger and have more education, most employed women maintaining families have tended to remain in the generally low paying or less-skilled jobs. Like most employed women in 1985, the largest proportion of women maintaining families were in administrative support jobs, including clerical work.

- In 1985 black and Hispanic origin women maintaining families had lower median earnings, lower median ages, lower labor force participation rates, and higher unemployment rates than white women maintaining families. Also, their families were less likely than similar white families to have more than one earner.

- The growth of black female-headed families has been especially dramatic. The number of such families more than doubled between 1970 and 1985. In 1985, 44 percent of all black families were headed by women, compared with 23 percent of Hispanic origin families and 13 percent of white families.
- In 1985, 3 out of 5 women maintaining families had children under age 18 in the home. Labor force participation rates show these mothers have a strong commitment to the labor force (67.8 percent). Nearly seventy-seven percent were in the labor force when their youngest child was school age, as were 53.2 percent of those with preschoolers.
- In 1970 there were about 6.7 million children in one-parent families; by 1985 almost 13 million children were in such families. Most of these children are being raised by their mothers.
- A record 6.3 million families with children were maintained by mothers in 1985, and they accounted for one in five families with children. In 1975, there were about half as many such families, and they constituted only one in seven of the families with children.
- In 1985, about 11.2 million children under the age of 18 were living in a family maintained by a woman. More than two-fifths were living with a divorced mother and more than one-fifth were living with a never-married mother.
- Mothers raising children by themselves often receive no support from the absent father. In 1983, only about half of women with dependent children were awarded child support or had an agreement to receive it.
- The educational attainment for women maintaining families is below that for all family types. They are less likely to have completed high school or attended or graduated from college than the householder in other family groups.
- Poverty in families headed by women is a source of increasing public concern. In 1984, the number of these families with income below poverty level exceeded the number of married-couple families in poverty. From 1980 to 1984, the number of persons in poverty in families maintained by women increased 17 percent.

- Families maintained by women have a poverty rate which is three times that of all families and five times the rate for married-couple families. Moreover, almost 55 percent of related children under 18 in families with a female householder in 1984 lived below the poverty level. More than half of the black families and the Hispanic families maintained by women had incomes below the poverty level. Of related children under 18 in these families, two-thirds of the black children and seven-tenths of the Hispanic children lived in poverty.

- Because average income among families maintained by women is low, proportionately more live below the poverty line than other families. In 1984, more than 1 of 3 families maintained by a woman was poor, compared with 1 of 14 other families.

20 FACTS ON WOMEN WORKERS
U.S DEPARTMENT OF LABOR, WOMEN'S BUREAU
FACT SHEET NO. 86-1

- About 51 million women 16 years of age and over were working or looking for work in 1985. Ten years earlier (1975), about 37 million women were in the civilian labor force. Women accounted for more than three-fifths of the increase in the civilian labor force since 1975--about 13.6 million women compared with 8.1 million men.

- Sixty-five percent of all women 18 to 64 years of age, or 48.4 million women, were in the civilian labor force in 1985 compared with 88 percent of all men in this age group. Fifty-five percent of all women 16 years of age and over were labor force participants. Participation was highest among women in two age groups: 20 to 24 and 45 to 44 years of age; 72 percent of women in these age groups were in the labor force.

- The average woman worker 16 years of age in 1970-80 could expect to spend 29.3 years of her life in the labor force, this compared with 39.1 years for a 16-year-old man.

- Women accounted for over 44 percent of all persons in the civilian labor force in 1985. Among these, half of all black workers were women; 44 percent of all white workers are women; and 39 percent of all Hispanic workers were women.

- The influx of women into the labor force during the 1970's has resulted in nearly equal labor force participation rates among black women, white women and women of Hispanic origin. In 1985, 57 percent of black women (6.1 million), 54 percent of white women (43.5), and 49 percent of Hispanic women (2.9 million) were in the labor force.

- About 28 percent of all women workers in nonagricultural industries held part-time jobs (less than 35 hours a week) in 1985. A great majority of them (76 percent) were employed on a voluntary part-time basis. More than 66 percent of all part-time workers were women.

- Women continue to constitute large proportions of workers in traditionally female occupations. In 1985 women represented 80 percent of all administrative support (including clerical) workers, but only 8 percent of all precision production, craft, and repair workers. Women were 69 percent of all retail and personal services sales workers, but only 36 percent of all executives, administrators, and managers. Women were 6.4 percent of all apprentices during 1985.

- The unemployment rate for all women in the labor force was 7.4 percent in 1985; for women 20 years of age and over, it was 6.6 percent. Among black teenage women and men, however, unemployment remained critically high, with 39.2 percent of the females and 41.0 percent of the males experiencing joblessness.

- The majority of women work because of economic need. Nearly two-thirds of all women in the labor force in March 1985 were either single (25 percent)., Divorced (12 percent), widowed (5 percent), separated (4 percent), or had husbands whose 1984 earnings were less than $15,000 (17 percent).

- Wives in the labor force contribute substantially to family income. The proportion of married-couple families with the wife in the paid labor force rose from about 40 percent in 1972 to 54 percent in 1984. In that year the median income of married-couple families with the wife in the paid labor force was $34,668 compared with $23,582 for married-couple families without the wife in the paid labor force.

- Women represented 61 percent of all persons 16 years old and over who had incomes below the poverty level in 1984.

- The more education a woman has, the greater the likelihood she will seek paid employment. Among women 25 to 64 years of age with 4 or more years of college in March 1985, 79 percent were in the labor force. Only 44 percent of women with less than 4 years of high school were labor force participants.

- The average female woman worker is as well educated as the average male worker. In March 1985, both had completed a median of 12.8 years of schooling.

- Women high school graduates (with no college) working year round, full time had median income in 1984 somewhat lower than that of fully employed men who had completed less than 8 years of elementary school--$14,569 and $14,624, respectively. Since 1981, however, women with 4 or more years of college education have had median income above that of men who had only 1 to 3 years of high school--$15,871 and $12,529, respectively, in 1984.

- As has been the case historically, women are still concentrated in low paying jobs. Thus, the average woman earns only 64 cents for every dollar earned by the average man when both work year round, full time. The median earnings of year-round full-time workers in 1984 was lowest for Hispanic women and highest for white men.

- A 1985 study by the Small Business administration reported that more women are choosing to be entrepreneurs--starting their own businesses. The number of women-owned businesses in the United States rose from 1.9 million in 1977 to 2.6 million by 1982. Women's share of all nonfarm sole proprietorships rose from nearly 23 percent in 1977 to 26 percent in 1982.

- The labor force participation rates of women with children, including mothers of preschool children, reached all time high levels in 1985. A record 20 million, or 62 percent of women with children under age 18, were in the labor force i March 1985. About 54 percent of mothers with preschool children (8 million mothers) were labor force participants in March 1985.

- About 34 million children (58 percent) under age 18 have mothers in the labor force. This represents an increase of 5.8 million children since 1975 when less than half had working mothers. Nearly 9.6 million children under 6 years of age (49 percent) had working mothers in 1985.

- The proportion of poor families maintained by women was 48 percent in 1984. Women maintained: more than 73 percent of poor black families, including 3.2 million related children; about 49 percent of Hispanic families, including 1.1 million related children; and 38 percent of poor white families including 3.4 million related children.

- Women are maintaining an increasing proportion of all families. Nearly half (45 percent) of the 3.2 million increase in family households between 1980 and 1985 was attributable to families maintained by women. In contrast, between 1940 and 1960 families maintained by women accounted for only 8 percent of the increase in the number of families. Among all families, about 1 out of 6 (17 percent) was maintained by a woman in 1985. More than three-fifths of these women were in the labor force.

FACTS ON U.S. WORKING WOMEN
U.S. DEPARTMENT OF LABOR, WOMEN'S BUREAU
FACT SHEET NO. 85-6

Black Women in the Labor Force

- Black women made advances in many socioeconomic areas over the past decade. However, despite their strong and continued labor force experience and their increased years of schooling, black women still are more likely than white women to be unemployed, to be in low-paying jobs, and to account for a larger proportion of those living in poverty.

- Black women 16 years of age and over numbered 10.7 million in 1984, up from 8.7 million in 1975. Abut 5.9 million of these women, or 55 percent, were in the civilian labor force. This is an increase since 1975, when only 4.2 million black women, or about 49 percent, were employed or looking for work.

- There has been a significant closing of the gap between the educational level of white and black women workers. The median years of schooling of black women workers was 12.6 years in 1983. The difference of 0.2 years that now exists between black and white women workers is down from 1.8 years in 1962, and achievement made in about a generation.

- Except for the two recessions in the early 1980's, the unemployment rate for white women has declined since 1975, while the unemployment rate for black women has continued to rise. During the 1975-1984 period, the number of unemployed black women increased by 44.8 percent, while the number entering the labor force grew by 39.1 percent. More than 910,000 black women 16 years of age and over, or 15.4 percent, were unemployed in 1984--up from 629,000, or 14.8 percent, in 1975.

- Unemployment among black teenage women, at 42.6 percent in 1984, is nearly three times the rate for white teenage women (15.2 percent).

- There has been some improvement in the occupational status of employed black women. Between 1970 and 1982, black women increased their representation in many professional and technical jobs, including accountant, nurse, dietitian, therapist, engineering and science technician, and vocational and educational counselor. Although progress has been limited, both the numbers and proportions of black women in sales, management and administration, and administrative support positions have increased since 1970.

- Black women made some inroads into blue-collar occupations such as bus driver, delivery person, and truck driver.

However, their proportion in service occupations continued to decline, reflection the continuous movement of black women out of private household work.

- About 63 percent of black mothers of children under 18 wee in the labor force in March 1984, compared with 60 percent of white mothers. Seventy percent of black mothers with children up to age 17 but none under 6 years of age were employed, as were 57 percent of those with children under age 6; the comparable figures for white mothers were 60 and 51 percent, respectively.

- Black women who worked year round, full time in 1983 approached income parity with their white counterparts ($13,000 compared with $14,677). However, the average black family's income ($14,506) remained considerably less than the average income of white families ($25,757). A smaller but still significant gap existed between the average income of black married-couple families where the wife was in the paid labor force ($26,389) and that of similar white families ($32,569).

- The incidence of poverty is greater among black families than among white families and is prevalent among families headed by women, a group which grew sharply over the past decade. Over half (53.8 percent) of black families headed by women had incomes below the poverty level in 1983, compared with 28.3 percent of similar white families.

- Among older black women 65 years of age and over, 42 percent had incomes below the poverty level in 1983. A similar situation existed among black children under the age of 18, 47 percent of whom were living below the poverty level. The respective figures among similar white women and children were 15 and 17 percent.

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